

University of Groningen

On enhancing professional development within an internationalisation context

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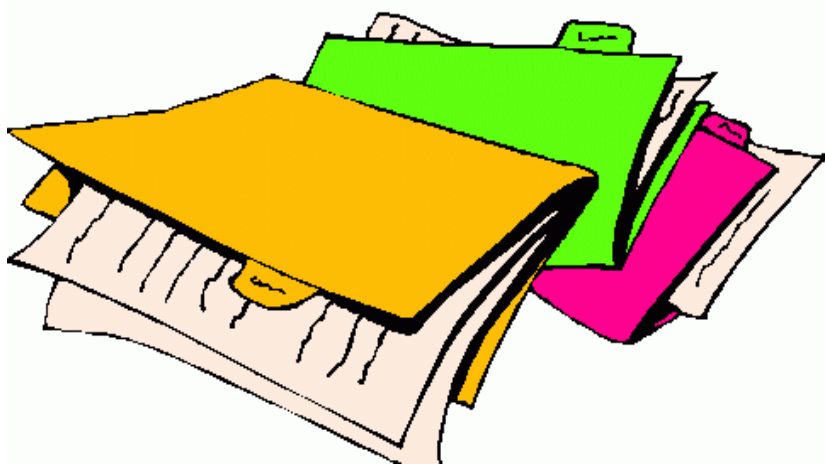
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Teachers' Internationalisation Programme (TIP) Materials



Dissertation Annex

On enhancing professional development within an internationalisation
context

Marion Troia

March, 2013

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Materials for self-assessment

Results of diagnostic and placement test:

List here any relevant scores of tests (For example IELTS or Dialang)

Type of Test

Results

Profile of experience

Education & Experience		
√ = I have (substantial) experience in this area		
0 = I have little experience in this are	√	0
<ol style="list-style-type: none"> 1. experience in studying any foreign language itself 2. experience in studying a content / subject area 3. experience in living and working in a foreign country 4. experience in teaching in English 5. experience in writing academic English 6. experience in participating in conferences in English 7. a high formal educational level in English (B2+ for non-core courses: Approaching or at C1 for core courses or a University level qualification from an English language study at university level) 8. experience in translating 		

(made by the researcher)

Describe an international experience that made a deep impression on you. Try to be specific, describe who , what , when, where, why.

(made by the researcher)

Self-estimate of your current situation in relation to the language competencies for international lecturers

Extract from cluster 1, "A profile of the 'ideal lecturer' for the international classroom' by Hanneke Teekens, 2003 (Cluster one ONLY)

1. Knowledge competencies

- 1.1 The lecturer has a 'near native' oral and written command of the language of interaction
- 1.2 The lecturer is capable of writing general texts, policy papers and scientific reports and articles in the language of instruction.
- 1.3 The lecturer knows the terms in the language of instruction that are used for teaching the subject in question, and is familiar with the jargon in the field.

2. Skills competencies

- 2.1 The lecturer is able to use the language of instruction in such a way that the natural flow of speech is not impeded by unnatural use of the voice (very loud voice for example).
- 2.2 The lecturer is aware of the role that body language plays in communicating a message, but does not use it to the extreme (for example, exaggerated movements to support spoken language).
- 2.3 The lecturer is able to say things in different ways, paraphrasing sentences that are not understood.
- 2.4 The lecturer is able to make use of visual aids.
- 2.5 The lecturer never uses two languages at the same time (for example, to explain something quickly to students).

3. Attitudinal competencies

- 3.1 The lecturer is aware of the fact that he or she is not using his or her own language.
- 3.2 The lecturer is aware that body language and other non-verbal aspects of communication have a great impact on the way he or she is being understood.
- 3.3 The lecturer is aware of the role of humour but also that humour can quickly intrude in culturally defined spheres of cultural identity.
- 3.4 The lecturer is aware that language proficiency within the group can be at different levels and that this can account for differences in performance.
- 3.5 The lecturer is open to suggestions as regards the use of language.

From: Teekens, H. (2003). A description of nine clusters of qualifications for lecturers. In, H. Teekens, (ed.), *The International Classroom* (pp. 35 – 52). The Hague: NUFFIC.

Professional Roles and related competencies for teachers in higher Education (adapted for international teaching)
According to Tigelaar et al (2003) typical roles that we take in higher education can lead to 5 domains of competency.
The following table is an adaptation of the findings of both the NUFFIC experts and the nine clusters of Hanneke Teekens of the NUFFIC.

Domains from Expressed as roles Tigelaar	Your estimate Underdeveloped 1 to Leading 4	Skills / Attitudes/ knowledge	Relation to the clusters of Teekens
1. Person as Teacher		Is skilled at communicating Has a positive attitude towards students Exhibits respect towards all students	Cluster no. 8 : Personal qualities personal commitment to internationalism Intercultural - communication skills/
2. Expert on content		Knows literature that suits educational goals \Has a high level of relevant basic knowledge and is aware of new developments Is capable of using relevant specialist information for his/her own teaching	Cluster no. 5 : Specific international requirements connected with the academic disciplines in international context
3. Developer		3a – has student centred /motivating aims when developing materials 3b builds up the level gradually in a controlled and appropriate manner/ can make exercises/ can devise own teaching & learning materials 3c can design activating materials	Cluster no. 3 :Specific internationals requirements regarding teaching and learning styles & no. 1: Issues related to using a non-native language of instruction
4. Counsellor / Coach		Is capable of giving feedback Can motivate and activate students Puts students in central position Can steer the process	Cluster no. 3 :Specific internationals requirements regarding teaching and learning styles & no. 1: Issues related to using a non-native language of instruction
5. Evaluator		Can judge own tests and commercially made assessments and can adapt materials on the basis of feedback Is able to design tests that are appropriate for the results	Cluster no. 3 :Specific internationals requirements regarding teaching and learning styles & no. 1: Issues related to using a non-native language of instruction
6. Organiser		Can communicate effectively with colleagues Can coordinate effectively with colleagues Can contribute to the curriculum	The closest related cluster is no. 2 :Factors related to dealing with cultural differences
7. Lifelong learner		Is open to innovations / Is able to reflect on own performance / Is able to draw conclusions from reflecting on own performance / Can use rational and reliable methods to analyse problems & develop solutions	Partially Related to Clusters 6: Knowledge of foreign education systems 7. Knowledge of the international labour market

Tigelaar, E.H., Dolmans, D.H.J.M., Wolfhage, H.A. P., & Van der Vleuten, C.P. M. (2004). The development and evaluation of a framework for teaching competencies in higher education *Higher Education* 48, 253 – 268.
Teekens, H. (Spring 2003) The Requirement to Develop Specific Skills for Teaching in an Intercultural Setting *Journal of Studies in International Education* 7(1), 108 – 119.

Self-estimate of your level of speaking and writing according to the Cambridge language proficiency levels

Derived from CAE level Descriptors of C1 to C2 levels Retrieved from
www.ealta.eu.org/documents/.../C2%20 C1%20descriptors.pdf

1. Phonetic Competence descriptors

*******Circle your estimated level*******

A clearly noticeable accent is acceptable but not so strong that it hinders intelligibility. Must be able to use one's voice effectively, the pace, intonation and stress patterns and pronunciation must be of a reasonable level. These phonic elements must not be so distracting that students are focussed on the voice of the teacher rather than on the content. The voice must be loud enough to be followed without too much effort.

Check list:

- pitch is varied (not monotone)
- individual sounds are intelligible without undue effort
- sound groups in sentences are intelligible without undue effort
- articulation is clear (not mumbled)
- pace is comfortable, not too slow or too fast

Examples of possible levels of **voice, pace, pronunciation, etc.**

Levels

Good

a range and variety of intonation and stress patterns that are warm and distinct using emphasis, pauses and inflections, changes of pitch and loudness that enhance the content of the message

Satisfactory

a limited range of intonation and stress patterns that use some degree of emphasis, pauses and inflections ; changes of pitch and loudness sometimes enhance the content of the message

Unsatisfactory

user has patterns of intonation and stress that strain the listeners, so that they focus on the voices, not what is said

2. Spoken Language Grammar, Vocabulary & Rhetoric descriptors

*******Circle your estimated level*******

Very good

a wide range of grammatical forms and vocabulary is used effectively, grammar is accurate, although there may be errors when complex structures are used, evidence of rhetorical devices such as open questions, alliteration, parallel clauses, etc. : vocabulary is used appropriately and with sufficient precision to deal with the task fully

Good

an adequate range of grammatical forms and vocabulary is used, grammar is mainly accurate, although there are minor errors, some rhetorical devices attempted : vocabulary is used appropriately

Satisfactory

an acceptable level of grammatical forms & vocabulary, grammar is generally accurate although there are major errors on some complex structures: vocabulary is limited but barely effectively, few rhetorical devices (if any)

Unsatisfactory

the range of grammatical forms and vocabulary is inadequate and not used effectively, grammar is insufficiently accurate, errors are so serious that meaning is obscured, vocabulary is used inappropriately: in terms of vocabulary there is a lack of precision to deal with the topic

3. Presentation skills descriptors: (lecturers must have at least B2 but I think B2+ would be a better baseline measure)

Circle your estimated level

*******Circle your estimated level*******

C2 Can present a complex topic confidently and articulately to an audience unfamiliar with it, structuring and adapting the talk flexibly to meet the audience's needs.(Can handle difficult and even hostile questioning)

C1 Can give a clear, well-structured presentation of a complex subject, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples.(Can handle interjections well, responding spontaneously and almost effortlessly)

B2+ Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail.(Can depart spontaneously from a prepared text and follow up on students' questions often showing remarkable fluency and ease of expression)

B2 Can give a clear, prepared presentation, giving reasons in support of or against a particular point of view or giving the advantages and

disadvantages of various options. (Can take a series of follow-up questions with a degree of fluency and spontaneity which poses no strain for either him/herself or the students.)

B1+ Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision. (Can take follow-up questions, but may have to ask for repetition)

4. Writing Skills descriptors

*******Circle your estimated level*******

C2 Can produce clear, smoothly flowing, complex reports which present a case, or give critical appreciation of proposals. Can provide an appropriate and effective logical structure which helps the reader to find significant points.

C1 Can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues. Can expand and support points of view at some length with subsidiary points, reasons and relevant examples.

B2+ Can write a report which develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail. Can evaluate different ideas or solutions to a problem.

B2 Can write a report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options. Can synthesise information and arguments from a number of sources.

B1+ Can write short, simple reports on topics of interest. Can summarise, report and give his/her opinion about accumulated factual information on routine and non-routine matters.

Summary of Self Assessment Please recap by circling your estimated level				
1. Phonetic Competence				
Good	Satisfactory		Unsatisfactory	
2. Spoken language – in- Use (grammar , vocab, rhetoric)				
Very Good	Good	Satisfactory	Unsatisfactory	
3. Presentation skills				
CERF	B1+	B2	C1	C2
4. Writing skills				
CERF	B1+	B2	C1	C

(Summary devised by the researcher, 2007)

Self-Assessment of teaching competencies for HBO (applied science university teaching)

Estimate your current level in relation to these using this 1 to 4 scale

No	Level	Descriptor and future actions
1	Underdeveloped	I have not worked on this skill or knowledge and must improve in the very short term
2	Learning, progressing	I am working on this knowledge or skill but must make a mid-term plan for improvement
3	Proficient, Developed	I demonstrate this skill regularly and effectively but would like to target one or two sub-aspects to improve
4	Advanced	I can lead others in this skill or knowledge area by mentoring or giving presentations and would like to aim for a higher, international level in one sub-aspect

Teaching/ learning understanding & knowledge	Level 1 - 4	N/A
<p>I have (a) an:</p> <ol style="list-style-type: none"> 1. understanding the typical linguistic problems of international students and how they effect performance 2. understanding of the typical problems of Dutch speaking students who study in English 3. understanding of how language limitations effect speed of reading and understanding 4. understanding of how language limitations affect collaborative learning 5. understanding of the (ambiguity of) boundaries between teaching language and teaching content 6. ability to use a wide range of terms and international examples to instruct students in own subject area 7. awareness of and ability to use academic genres related to own subject areas 8. knowledge of research conventions (APA plagiarism, library use, info. Retrieval) 		

	Level 1 – 4	N/A
Classroom language competencies		
<p>Oral/ Aural I have the ability to :</p> <ol style="list-style-type: none"> 1. explain concepts, facts and / or chronologies clearly using a variety of images, examples etc. 2. rephrase statements or explanations two or three times using different terms and vocabulary each time 3. give feedback on students' oral / visual work using a range of evaluative terms (orally or in writing) 4. steer discussions sensitively and creatively 5. lecture for sustained periods 5. understand the precise meaning of students' questions 6. manage dynamic situations in large groups who come from a variety of backgrounds 7. use visual aids to support language 8. use humor, repetition, provocation or other rhetorical devices to stimulate depth and focus on a topic 9. make effective and controlled disciplinary statements and explanations <p>Writing I have the ability to :</p> <ol style="list-style-type: none"> 10. give feedback on students' written work that supports mastery of concepts, issues and depth of analysis (orally or in writing) 11. engage in discussion on ideas from less familiar areas of knowledge 12. write test materials that are educationally sound and linguistically appropriate 13. write teaching/learning materials that that are clear e.g. reports, course instructions, rationales, course overviews, study guides on specific tasks, summaries, teachers' notes & cases 14. write a variety of objective and clear assessment criteria and assessment instruments <p>Reading I have the ability to :</p> <ol style="list-style-type: none"> 15. select appropriate authentic learning texts in terms of complexity, readability and study load 16. check level of comprehension of reading 		

(designed by the researcher, 2007)

Mind mapping tool



(designed by the researcher, 2006)

English language learning Self-Study Tools

1 an example of a way to make smart goals

F- T- G : A typology of activities

Focussed activities :

Do one of the mini programmes provided for you. These require between 5 to 9 hours to complete.

Choose your own activities, for example,

Do a specific grammar or vocabulary exercise or test

Do an intensive listening exercise with comprehension questions

Do a pronunciation exercise about one or two specific sounds or patterns

Analyse your own mistakes in writing using reference materials

Make quizzes, worksheets or exercises for others

Etc.

Transfer activities:

For example,

Make a friend with whom you have to speak (or write) in the target language

Make a dish from a recipe in target language

Do a content-based project (like for tourism or media) in the target language

Take up a hobby like a new sport which is taught in the target language

Keep a diary in the target language

Teach or coach someone about something using the target language

Etc.

General activities:

For example,

Immerse yourself in a situation by joining a club in which the target language is spoken

Listen to the radio for general understanding

Read stories, magazine articles and books about subjects that interest you in the T.L.

Watch TV in the target language for enjoyment

Join a chat room

Sing in the target language

Start your own club or learning circle

Etc.

REMEMBER:

You can be a successful independent language learner if you combine the various types of activities and record your progress on learning log sheets.

Inspired by and partially derived from Benson, P., & Voller P. (eds.) (1997). *Autonomy and independence in language learning: part III on methods and materials*. London & New York: Longman

Personalised English language learning plan

General Area	Specific target	Est no. of weeks of self study	Results

Language Learning Contract

1. Save this Learning Contract on your own disk. Use it for each individual initiative you undertake.
2. Complete only the white boxes. The boxes will expand depending on how much you write. Make sure that you write full answers in complete sentences.
3. Save your completed Learning Contract.
4. E-mail your completed document to a language tutor if you want immediate feedback.

This contract was adapted from The university of Central England (now Birmingham City University):
<http://busmais.uce.ac.uk./dlib/langs/port/pfcontract2.doc> (now defunct)

First name	<input type="text"/>	Last name	<input type="text"/>
School you are attached to	<input type="text"/>		
Major subjects you teach	<input type="text"/>		
Task Details Is this your 1st, 2nd or 3rd portfolio task? (Mark with x) <input type="checkbox"/> 1st <input type="checkbox"/> 2nd <input type="checkbox"/> 3rd			
Which Learning Task have you chosen?		<input type="text"/>	
Your Review			
YOUR SKILLS DEVELOPMENT: what skills have you developed in this activity?			
General Skills	<input type="text"/>		
Language Skills	<input type="text"/>		
YOUR APPROACH: what methods and resources did you use? WHY did you choose these?			
Methods	<input type="text"/>		
Resources	<input type="text"/>		
RESULTS: did you achieve your aims and objectives?			
<input type="text"/>			
EVALUATION/CONCLUSION: what would you do differently next time? WHY?			
<input type="text"/>			

Using the tasks and activities offered on Blackboard

There is a Blackboard site called "Resources: English for Communication Purposes" (Re: E for CP). There are buttons with activities per skill areas Grammar, Vocabulary, Reading, Speaking, Writing and Listening.

It also has button with links to language centres and gateway sites that themselves offer links. All of these button offer you support. In addition there is a separate button called "For Teachers". This area has documents that are interesting for you in particular. Please note the portfolio tasks, the self-study forms and other supports for self-study.

An example from the area of "Listening" is

☐ Listening & Note-taking exercises on net and BB

Extra listening practice material is also be made available on Blackboard under Course Materials, giving you the opportunity to listen, do the exercises and check your answers by looking at the tape scripts. See blackboard for specific tasks.

- ☐ Just for fun, go to the following website and test your level of English. The first activity in the test is a listening exercise which you can only do if you have Real player. The rest, however, are comprehension exercises. At the end of the test you are informed about your level of English: beginner, intermediate or advanced.

http://www.learnenglish.org.uk/cartoons_current_frame.html

- ☐ You can also do listening exercises at Randall's ESL Cyber Listening Lab, just choose some exercises from the group marked "difficult" : <http://www.esl-lab.com/> Write up your results in your homework file.
- ☐ You can do a lot to improve by yourself if you use the listening passages chosen for learners of English by the World Service . After you listen, write about what you heard and put it in your study file. <http://www.bbc.co.uk/worldservice/learningenglish/multimedia/index.shtml>

Instant Note-taking (during a speech act)

- ☐ To practise the skills of notetaking and of summarising.

click "Reading" then "Notetaking" then "Summarising" <http://www.uefap.co.uk/reading/readfram.htm>

Work through the exercises (click on the word "Exercise" in blue).

Mini programmes for self-study

5 Hour Self-study support for Grammar

Introduction

A sound knowledge and understanding of the grammatical rules and structures of the language you are learning are essential if you wish to make steady progress. Although it takes patience and perseverance, you will gradually come to appreciate the benefits of having made the effort.

Objectives

To reflect on why and how you learn grammar and other GENERAL skills associated with this task.

To identify and practise a particular grammatical point.

To draw up an action plan for the consolidation of your grammatical knowledge.

NOTE: You must attempt ALL tasks!

STEP 1: (approx. 4 hours)

- Orient yourself to the possibilities of practising online through the Blackboard course : *Resources : English for communication Professionals*. Especially refer to the *Teachers' Materials Bank* in the folder called "Classroom English" Next to the sites online please use the grammar books that you have. You may also want to use other books and websites helpful for your level. **You must use more than one grammar book and or website and compare the explanations given.**
- Decide on an area of grammar which you find difficult. There are several ways to do this. You can do or more than one of the following:
- 1. ask your tutor for feedback on your writing
- 2. some grammar websites have diagnostic tests, find one and do it
- 3. some grammar books , such as R. Murphy's "English Grammar in Use" have diagnostic tests in them, find one and do it
- 4. In the *Teachers' Materials Bank* on the *Resources : English for Communications Professionals* BB site, there is a section called error analysis: work through that section and consult your tutor about the pattern of error you have discovered

Next, find all the relevant sections in books and websites which deal with those points.

Exercises vary in length and difficulty, choose a minimum of 4-5 exercises, and attempt them without using the key.

- Correct your work from the key, or ask a member of staff to look over it. Try to work out where and why you went wrong. Learn the rules.
- One week later, attempt the exercises again without using the key. Put your **second attempt** in the portfolio together with your first attempt.

NB. You may well continue to make the some mistakes at the second attempt. Do not seek to produce an error-free version by cheating and looking up the answers. The objective of

the task is to demonstrate that you can learn and remember some of the rules and that you have achieved some improvement

STEP 2: (approx. 30 mins)

Action Plan

- Draw up an action plan for the rest of the semester/year, showing some of the grammatical points you intend to study and how you can ensure that you learn them. There is a format for this plan included here.

Note: an action plan must indicate dates by when particular tasks will be achieved.

STEP 3: EVALUATION (approx. 30 mins)

- Submit a completed learning contract evaluating how you have performed in this task (150-200 words in English).

Please consider the following questions in your learning contract (use bullett points in order not to exceed the word limit):

Why is it important to understand and learn the grammar of a language?

What other skills do you develop at the same time?

What are the rewards?

Why did you choose that particular point?

To what extent do you understand it now?

Do you manage to incorporate it in your use of spoken and written language?

How does it help you?

What to hand in:

- First attempt AND second attempt of your completed exercises. Both versions should show the corrections required.
- Action plan
- [Learning contract](#)

REMEMBER: You should spend 5 hours on this task.

Mini Reading Programme: Exploring language and cultural differences in English language newspapers (9 hours)

Introduction

As you know, reading articles in English is a vital skill. It has pay offs for your vocabulary. It will provide you with an insight into the attitudes and perspectives of the English, American, Australian, etc. in public discourse on important current affairs topics. In terms of independent learning, it has been shown that large amounts of high quality texts serve as input for style and structure of written English. Engaging with such input for enjoyment and interest will directly and indirectly improve your style in writing. On the Resources: E for CP on Blackboard you can find several links to newspapers that are at least partially online. The Mediatheek in the E wing has at least 4 English language newspapers as well as some of the best journals such as *The Economist*. When you are in the centre why not drop into the UB? On the second floor wall rack near some cosy reading tables, there is a wide collection of newspapers and the nearby stakes have lovely interesting journals you will not find elsewhere. Finally there are a few standard English and US newspapers in the public library.

Objectives

To reflect on why and how you acquire reading skills and other GENERAL skills associated with this task.

To build up your vocabulary and grammatical structures.

To summarize a newspaper article in oral form.

To compare the cultural and linguistic differences between British, Australian and / or American newspaper texts.

To provide interaction with and feedback for other learners.

Task description

STEP 1: RESEARCH (approx. 2 hours)

.....
.....

- a) Find a newspaper or quality weekly journal such as the Economist and choose a news item which you think is interesting and perhaps controversial. This item can be an opinion article or polemic essay on the topic. It can hold a strong view of the issue. Articles taken from the Internet are NOT the aim of this task, but you can of course read a newspaper article that you find online.
- b) Read the article and note down keywords and phrases (10-15) which you consider crucial for your comprehension of the article. Use a dictionary if necessary. Refer to the steps in summary writing on the Resources for I C P website under Reading. Use the steps to make a rough draft of the main points and the structure of your

presentation of the article.

- c) Find an article on the same topic in a second journal or newspaper from another country or from another political or social perspective. For example use an American vs a British newspaper's 'take' on the same issue

STEP 2: PRODUCTION (approx. 2.5 hours)

- d) Now prepare a short radio broadcast (7-8 mins) on this news item which you will record onto Wimba or voicemail as follows:
- e)
- First make a summary of the article. Refer to the steps in summary writing on the *Resources for C P website under Reading on Blackboard*. Use the steps to make a rough draft of the main points and the structure of your presentation of the article. Second, set down in writing the key points of difference or similarity in the second article. Next, in note form, write down in your own words what you are going to say. Here you should include some comparison of the two articles.
 - Practise a few times before you start recording yourself.
 - When you have recorded your news item, listen to it again and check your pronunciation and intonation. If you are not happy with it, try once more!
 - Place your recording on the Wimba exchange of *Resources: E for CP* under the button : For Teachers.

STEP 3: TESTING (approx. 2 hours)

- f) Now create a task for your colleagues:
- Write 6-10 comprehension questions in English to accompany your radio broadcast.
 - When you have finished devising the questions, spend some time reading them again, checking them for mistakes and making sure that they are comprehensible.
 - Produce a separate answer key.
 - Submit the original articles, your notes and the test, put them on the file exchange of *Resources: E for CP* on Blackboard under the button : For Teachers.
 - Read at least one colleagues article (s) listen to their Wimba broadcast and do their test. Give them feedback and get their answer key.

STEP 4: CULTURAL EXPLORATION (approx. 2 hours)

- g) Make a summary of the second other article.
- h) Write a short reflection on the differences in attitude, perspective and language between the two texts. Use any aspects, such as lay out, vocabulary and structure, length of sentences, number of definitions of terms etc.
- i) Compare this type of journalistic style to your own native language. The following (derived from Swales & Feak, 2000, p.16) might be helpful :
- In comparison to other languages, British and American, and other English native speaker quality newspapers and journals have been said to:

*Be more explicit about its structure and purpose.

- *Be less tolerant of asides or digressions.
- *Use fairly short sentences with less complicated grammar.
- *Have stricter conventions for sub-sections and their titles.
- *Have longer paragraphs in terms of number of words.
- *Use more sentence connectors (words like *however*).
- *Is this true in comparison to your language?

STEP 5: EVALUATION (approx. 0.5 hours)

.....

- j) Submit a completed learning contract evaluating your performance in this task . What to put in your file :
 - A copy of the chosen articles
 - A summary of each of the articles
 - The recording of your radio broadcast on Wimba
 - The comprehension questions and answer key
 - The cultural reflections
 - The completed test made by one of your colleagues. & [The learning contract](#)

Mini-writing programme Preparing a short academic paper (approx. 10 hours)

Introduction

A teacher active in higher education is expected and more importantly wants, to be able to write a short academic paper on a specialised topic. Naturally, this requires the ability to research the subject, to organise the material acquired and to present a critical analysis in a thoughtful, coherent manner, demonstrating good written skills. Many of these skills you already have in Dutch (or other native language). This can be a strong base as these skills are transferable. Still English has its own rhetorical traditions.

The paper can be used for publishing in an international forum. It can also be a joint project with a colleague (or an advanced student) which is published internally at the Hanze in some form. The paper can also be the basis of a presentation. It has thus several potential uses.

Objectives

To identify an aspect of your discipline that intrigues you and to set yourself a question to be used as the basis for the paper.

To develop a well-structured plan.

To write up a short academic paper in the foreign language or in English

To reflect on the process and consider what you could have done better and why.

Do the following survey form to get a sense of your starting point.

What kind of writer am I? <i>Complete the questionnaire by ticking (✓) the appropriate column</i>	5 agree comple tely/ always	4 usually agree / mostly	3 sometim s agree / sometim s	2 seldom agree /not often	1 don't agree / never	
	5	4	3	2	1	
I am confident that my texts are convincing & will be evaluated the way I want them to be.						
I do mind mapping / brainstorming before I write.						
I make an outline before drafting.						
I know how to organise a text, according to the structures of the specific genre I am writing in.						
I write a draft first and review it.						
I proof-read and revise my work.						
My range of vocabulary is rich and varied.						
I can convert non-verbal data into text.						
I know how to link ideas effectively.						
I can use language to qualify and critique the work of others.						
I can write abstracts and summaries.						
I understand the differences between academic English and non-academic English.						
I know how to make a reference list in APA.						
I know how to paraphrase complex ideas in my own words.						
I have an idea of my own patterns of error.						
I can manage complex sentence structures without confusion.						
My writing is clear and concise.						
My writing is convincing and cogent.						
I am confident that my grammar, punctuation and spelling are correct.						

Freely adapted from: Cottrell, S. (2003, second edition). *The Study Skills Handbook*. Houndmills Basingstoke: Palgrave MacMillan.

STEP 1:

- Decide on an aspect of your discipline that you think you would like to study in more depth.
- Identify potential conceptual frameworks. Set these out in a mind map.
- Find at least one article written in English on this topic. Use it to identify structural elements. See the website
- Explore the five units of the site called “Academic Writing for Publication” which you can find in the Classroom English” folder in the Resources: English for Communication Professionals BB site under the area “For Teachers” It is a complete mini course that you can incorporate into this task.

STEP 2:

- Collect your data.
- Work out a problem statement and research questions.
- Re-read the material you have gathered and mark the passages which help you most to formulate your own views.
- Prepare an essay plan, which should include an introduction, the development of your argument and a conclusion.
- Leave the work aside and do other things, but continue to turn your ideas over at the back of your mind.
- When you are ready, ensure that you will be undisturbed for a couple of hours.
- Sit down and write up your paper, if possible without interruption. Ensure that you support each argument or point that you make with an appropriate quotation or with an example from your research.
- Again, leave the work and do other things.
- The next day, re-read what you have written, check for linguistic errors and make all other improvements.
- Hand in your paper.

STEP 3: EVALUATION

- Submit a completed learning contract evaluating your performance in this task (150-200 words in English).
- Ask your lecturer for feedback.

What to hand in:

Your academic paper.

[Learning contract](#)

REMEMBER: You should spend at least 10 hours on this task.

All timed programmes inspired by and partially adapted from: University of Central England independent language portfolio: <http://busmais.uce.ac.uk/dilb/langs.html> (now defunct)

Domain One (English Enhancement) Materials

English language functions for teaching: Fill in with examples from your reading or listening experiences

	Written exponents	Oral exponents
Language of Interaction		
Structuring: Clarifying/ Sequencing/ Linking Restating		
Feedback : Explaining what can improve / Encouraging /Mirroring		
Soliciting /Prompting/ Eliciting		
Facilitation: steering discussions/ stimulating thinking		
Negotiation Creating/ maintaining dialogue		
Assessment: criteria & methods for formal evaluation		
Language of Knowledge dissemination		
Describe : -Systems Processes History Features		
Analyse: Causes/effects Compare/ contrast		
Define: Classify , Identify Break down		

(Designed by the researcher, 2006)

Error Analysis

The following sentences have been copied, word for word, from reports written by Dutch students. They are thus typical of your own weaknesses. The best way to learn from this material is to approach it systematically. First, try to identify the type of error and then decide if this is an error you often make. If it is put it on a hit list of your own, call it “my common mistakes list”.

Correction Code

<i>Symbol</i>	<i>What it means</i>
✓	Good (no errors)
✓✓	Very Good (well expressed)
AWK	the sentence is awkward; it does not read smoothly
WO	word order is wrong
WP	the wrong preposition is being used
StyWW	the style of vocab is wrong; the words are too simple or too informal or too boring
WW	the wrong word or words are used
PV	postponed verb [typical Dutch error] Ex: In this report predictions are given.
/	there are unnecessary words in the sentence
T	wrong tense Ex: The balance sheet has been done yesterday.
If/wh	wrong conditional structure, usually confusion between ‘if’ and ‘when’
ER	‘there + main verb’ construction, which is not acceptable in English, is being used: there are discussed three topics in this chapter
P	punctuation; most often problems in using commas in a Dutch way
Adj/adv	the formation of adjective and adverb endings is wrong
Wf	Word form is wrong, i.e. wrong endings
Agree	agreement errors; singular subject/plural verb Ex: MAD is used as a criterion to decide which methods is best.
?	it just does not make any sense / what you mean is unclear
Frag	fragment, for example there is no verb or no subject in the sentence so it is incomplete
Err	Any other type of error, anything else that is not correct

(designed by the researcher, originally in 2003)

Some Common Errors of third year Dutch Students

WATCH OUT There are often multiple errors in these examples

First identify the type (s) of error according to the code. After you have identified them, go ahead and correct the sentence.

1. A couple of the PBL –tasks, students have to make in pairs.

Type of error(s)

Correction

2. This outcome means that Mid-Continental Airlines has 4.4 times as much liabilities as equity.

Type of error(s)

Correction

3. It goes without saying that we will remain our goal “good quality for a reasonable price”

Type of error(s)

Correction

4. When there is to see that a market shows a constant demand over time, the 4-quarter moving average is a good method to use.

Type of error(s)

Correction

5. This might be disadvantages for the creditors.

Type of error(s)

Correction

6. The difference between this method and the previous method is, that this method takes the seasonal adjustment into account.

Type of error(s)

Correction

7. Sometimes there can be distinguished a trend or pattern in the historical data.

Type of error(s)

Correction

8. Solvency is the ability to survive over many years and pay all its debts in the case of liquidation.

Type of error(s)

Correction

9. The total assets are for 83% financed by the liabilities, and for 17% financed by common stock.

Type of error(s)

Correction

10. Therefore, acquire a new plane is not being recommended.

Type of error(s)

Correction

11. The management has the intention to invest in an Embraer Brasilia.

Type of error(s)

Correction

12. In this section there is only looked at linear trends.

Type of error(s)

Correction

13. They now have the intention to buy a new aeroplane.

Type of error(s)

Correction

14. And at last the trend line after seasonal adjustment is given.

Type of error(s)

Correction

15. When the passenger load factor increases, the company has more income and then it could consider leasing or buying an aircraft.

Type of error(s)

Correction

16. To increase these ratios the sales should be increased.

Type of error(s)

Correction

17. When Mid-Continent Airlines would buy an Embraer Brasilia the first possibility is to finance it with the selling stock. / when lending more money will finance this, the bank would probably say no.

Type of error(s)

Correction

18. The capital shows in what extent.

Type of error(s)

Correction

Third, after you have finished you can use the exercise to identify your own patterns of error. Focus on each specific error in the students' writing which you are likely to make yourself and ask yourself why you are making this mistake. Three possible types of error are offered here to help you. Use the following descriptions to identify the specific types that apply to you.

Type 1. Learning errors (over-patterning)

Did you make any errors simply because you do not know how to handle this aspect of grammar correctly in English because you never learnt it? In a way this type of mistake is hopeful, it means you are still in the process of learning. You are at the stage of trying out things. Often that means using a pattern that you have learnt but applying it in a situation where it does not belong. As a learning strategy this is not bad in itself. In that case you need to consult grammar sources about this aspect and practice it in a focused manner, so that you understand how it works in English.

Type 2. Unfocussed/ careless errors

Did you make a mistake because you were in a hurry or not paying attention? Did you recognize the error as soon as you saw the corrected version? In that case you need to change your way of editing so that you catch these mistakes in future.

Type 3. Fossilized errors

Has one of the mistakes you made become habitual over the years so that even when you know better you still do it? This means that you have developed a blind spot for this error. Most of these are based on 'Dutchisms', that is, applying your Dutch grammar patterns to English, consistently and persistently. If you have these faulty patterns you are in trouble. They are as difficult to break as any bad habit is. You need to really want to get rid of a habitual mistake. Concentrate so that you now see what you have become blind to.

Next 3 pages : Communication, Communication, Communication from : Unit 1 pp. 6 – 14 Cotton, D., Falvey, D., & Kent, S. (2006). Market Leader Upper- Intermediate / Advanced Business English Course Book. Harlow: Pearson Education Limited division of Pearson Longman.
Used in Iteration 1 in sessions 2 and 3.

Reading

Internal communication

- A** What are the advantages and disadvantages for companies of using e-mail?
- B** Select three of the items below which, in your opinion, best contribute to improving communication.

trust	flexi-time
open plan offices	small teams
voice mail	strong corporate identity
e-mail	frequent meetings
mobile phones	staff parties

Communication – it's much easier said than done

By Clare Gascoigne

Trust is key in an open organisation

Getting staff to talk to each other ought to be the least of your problems, but internal communication can be one of the hardest nuts to crack in business.

'Communication comes up in every department. The repercussions of not communicating are vast,' says Theo Theobald, co-author of *Shut up and Listen! The Truth About How to Communicate at Work*.

Poor communication can be a purely practical problem. Gearbulk, a global shipping business with branches around the world, faced language and geographical difficulties, as well as a huge amount of paperwork. With up to 60 documents per cargo, it was a logistical nightmare to track and monitor jobs, while tighter security regulations after 9/11 meant customs documents had to be ready before a ship was allowed to sail.

Installing an automated system means data is now entered only once but can be accessed by anyone in the company, wherever they are.

'Reporting is faster by a matter of months,' says Ramon Ferrer, Vice President of Global IT at Gearbulk. 'An operational team carrying a voyage all the way across the world doesn't always have to be talking to each other – and we don't waste time duplicating the same information.'

Given today's variety of communication tools, it seems strange that we still have a problem communicating. But the

I PREFERRED IT WHEN HE
HID BEHIND HIS COMPUTER
SENDING SILLY E-MAILS



brave new world of high-tech can create barriers – senior managers hide behind their computers, staff use voice mail to screen calls, and employees sitting next to each other will send e-mails rather than speak.

'Managers should get up, walk round the office and talk to people,' says Matt Rogan, Head of Marketing at Lane4, a leadership and communications consultancy. 'Face-to-face communication can't be beaten.'

Theobald recommends checking e-mail only three times a day, allocating a set period of time to deal with it. 'If you leave the sound on, the temptation is as great as a ringing phone. People will interrupt meetings to check their e-mails.'

Another problem is simply hitting the 'reply all' button, bombarding people with information. 'We had unstructured data coming at staff from left, right and centre, leaving it up to individuals to sort out,' says Gearbulk's Ferrer. 'Our new system has reduced e-mails and changed

the way people work. It will remind you about work flow.'

Information overload also means people stop listening. But there may be a deeper reason why a message fails to get through, according to Alex Haslam, Professor of Psychology at Exeter University.

'Everyone thinks a failure to communicate is just an individual's error of judgment, but it's not about the person: it's about the group and the group dynamics,' he says. 'Just training people to be good communicators isn't the issue.'

The problem is that employees develop common loyalties that are far stronger than the need to share information. This can even extend to questions of safety.

In the mid-1990s there were a lot of light air crashes in Australia because the two government departments responsible for air safety weren't communicating,' says Haslam. 'The government was trying to save money and both groups felt threatened. The individuals were highly identified with their own organisation and unwilling to communicate with the other department.'

A company is particularly at risk when cost-cutting is in the air. Individuals withdraw into departmental loyalties out of fear. Sending such people on yet another 'how to communicate' course will be pointless. Instead, Haslam believes that identifying the sub-groups within an organisation and making sure each group feels valued and respected can do far more to encourage the sharing of information. The key to communication, he says, is trust.

From the *Financial Times*

FINANCIAL TIMES

1**HCPS**

CASE STUDY

Background

HCPS is a private health care organisation based in Geneva, Switzerland. It offers advice and treatment to wealthy people and company employees all over the world. Its advertising emphasises that it provides a personal health service tailored to the individual's needs.

The HCPS group was formed a year ago, following a takeover of HCP by Sanicorp, another health care organisation. Since the takeover, the company has become more centralised, with more decisions being made by the top management at head office. The working language of the group is English.

Communication problems

Following the takeover, a number of serious communication problems have arisen.

Read the e-mails sent by Gloria Richter, Office Manager, and by Ursula Krieger, Sales Director.

In your opinion, what is the most important problem mentioned in the e-mails?

To... Gunther Schmidt

From... Gloria Richter

Subject: E-mails; staff lounge

Date: March 3

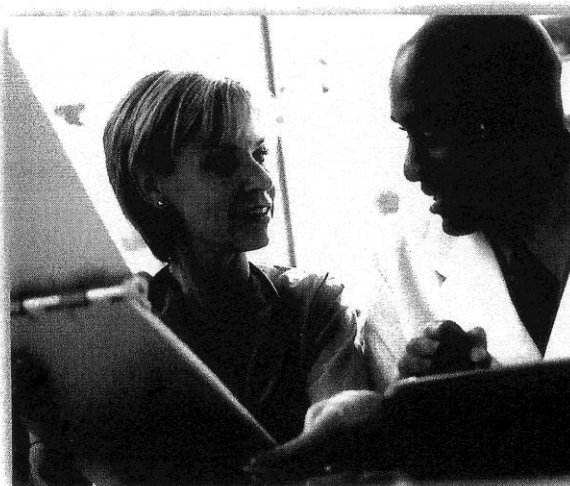
There are some communication problems I wish to bring to your attention.

- 1 Each day we receive a huge number of e-mails from colleagues inside the company and from overseas customers. Some are important, many are not. My staff seem to spend all day checking and sorting e-mails, which is time-consuming and results in them neglecting other duties.
- 2 My staff don't understand why you got rid of the staff lounge after the takeover. They say that it used to be a good place to meet people from other departments and to exchange ideas. Most of them still have not met anyone from Sanicorp yet.

To...	Chris Wright
From...	Ursula Krieger
Subject:	Communications problems
Date:	March 18


Since the takeover, problems have arisen and they need resolving soon.

- 1 A lot of middle managers are really confused about who they should report to. We know management are planning a reorganisation, but isn't it time they told us what's happening?
- 2 Several department heads are unhappy because they can't get a quick answer when they want to spend money, even small sums. When they ask their present line manager for authority to buy something, for example, a piece of equipment, the usual reply is 'it's not up to me anymore'.



Desiree Roland Consultants SA

The President of HCPS, Susan Westbrook, recently contacted a firm of management consultants, Desiree Roland Consultants SA, based in France. She asked them to analyse the communication problems in HCPS and to send in a report. The consultants interviewed staff at all levels in the company.

 **1.6** Listen to some typical comments and complete the table with information from the listening extracts.

Task

You are members of Desiree Roland Consultants. Work in small groups. Make a list of all the communication problems in the company. Then rank the problems in order of importance. What actions do you suggest to solve the communication problems? Discuss your ideas in groups, then meet as one group and work out an action plan.


Which actions should be taken:

- a) immediately?
- b) in the near future?
- c) later, when convenient?

Which actions will require:


- a) a lot of investment?
- b) some investment?
- c) very little investment?

Type of problem	Description of problem
Organisation
Documents
Location of premises
Customer relations
Other problems

 **1.7** Now listen to the President of the company, Susan Westbrook, talking to Chris Wright, Managing Director. Who do you agree with, the President or the Managing Director? Why?

Writing

Write a follow-up e-mail from the consultants detailing their recommendations.

 *Writing file* page 139

Situation/problem/solution Exercises taken from *MySkills@ Essex*

<http://www.essex.ac.uk/myskills/skills/writing/essayStructure.asp>

Task 1

Can you identify the Situation, Problem, Solution and Evaluation in this paragraph taken from a student's diary?

Ever since I arrived at Essex University, I have found it very difficult to make friends with other students. I live with my parents off campus and I'm finding that I don't generally get the chance to get to know people since I don't live in student accommodation. After class everyone disperses and no-one stays behind to chat.

I am becoming increasingly depressed by this problem because I feel I'm missing out on the chance to enjoy a good social life. Other students in my classes know each other already because they see each other on campus on a regular basis. I feel isolated and alone.

I've spoken to several people about this problem. The Student Support office suggested that I should join more student clubs and societies where I will meet new students who share the same interests as me. I'm sure this is a good idea but it will be difficult for me to get back home if any of the activities involve remaining on campus late into the evening.

Situation:

Problem :

Solution :

Task 2

Read through the following text which has been taken from an article entitled 'Managing the transition into higher education: an on-line spiral induction programme' and see if you can complete the flow diagram which follows (the first box has been done for you):

In the UK, induction is commonly known as 'Freshers Week', and while elements may vary between universities, they share common themes, with presentations on course structure, library and IT systems, Student Associations, and central Student Services. Unfortunately, 'Freshers Week' is often a short period of intensive information exchange, and much of the information is 'dull', particularly when the information exchange is 'passive' (Edward, 2003). Consequently, the effectiveness of these sessions in helping students adjust to higher education may be limited. However, what is perhaps of more importance is that there is also insufficient time to develop social and peer support groups in a more structured manner. Compared to the UK, the majority of US induction (or orientation) programmes are often timetabled into the first semester. The

purpose of these orientation programmes is to help students adjust to, and hence participate in, the university environment (Perez, 1998). Perigo and Upcraft (1989) report that such programmes can aid in the retention of students, while Perez (1998) concludes that participation is central to the student 'connecting' with the institution.

Text taken from: Laing C, Robinson A and Johnston V (2005) Managing the transition into higher education: an on-line spiral induction programme *Active Learning in Higher Education* 6 (3): 243-255

Situation

In order to prepare new students to adjust to the tertiary environment, most British universities organise Freshers Weeks.

Problem**Solution****Evaluation**

Answers

Answer to task 1

Situation: arriving at Essex University without knowing any other student and therefore not having any friends

Problem: feeling isolated and lonely

Solution: joining some student clubs and societies to find others with similar interests

Evaluation: thinks it's a good suggestion, but has worries about getting back home late in the evening.

Answer to task 2

Academic Writing Skills Situation, problem, solution: The “Buddy” programme at the DHS

In the last few years the DHS has introduced a “Buddy” programme. The “Buddy” programme is a part of the introduction week for international students new to the DHS and to Leeuwarden, in order for them to overcome the initial culture shock. Adapting quickly to the new life-style and getting familiar with the Institution is a basic need for new students. Buddies, who are current students of the DHS, are assigned to every international student. The role of a Buddy is to take care of an incoming student, welcoming at his or her arrival, showing the accommodation and the University. At the same time the new student is taken around town and receives the help of the Buddy in resolving all the bureaucratic issues before the start of the academic year.

Although the idea seems to be a perfect example of hospitality and a great step towards an increase of cultural sensitivity, different problems were experienced, especially during the introduction week in August 2004.

One of the problems I would like to introduce here is linked with cultural differences. A group of Austrian and German students were assigned to Chinese buddies, who were not familiar with the life-style and the cultural background of the Austrian students. In fact, the German and Austrian students reported that the main problem they incurred was that the Chinese students were not able to communicate fluently and efficiently in English, so that a great language barrier was created. This led to miscommunication and therefore to a wrong flow of information. The level of disappointment of this group of students was so heavy that three of them decided to leave the DHS even before the start of the academic year.

It is necessary to mention that German and Austrian students are used to receive very detailed and correct information about their study route, scheduling, living situation etc. The origin of the dissatisfaction of these students found its roots in the fact that the Buddies were not able to explain how the DHS “system” works and too many times students were sent from one office to another to collect information that they should have received right at their arrival.

It becomes clear now why the saying “first impressions count” is so important for the service industry. The DHS has to create a good first impression on incoming students, reducing the culture shock and the barriers that are presented to international students at their arrival.

The solution for this problem would be to assign German speaking buddies to German and Austrian students. This would reduce the culture shock, allow new student to adapt faster and to receive the right information whenever needed.

However, it could be argued that this goes against the principle of internationalisation claimed by the DHS. Nevertheless the risk that a bad first impression would lead newly arrived students to abandon their curriculum and return home is a risk that the DHS cannot afford. In fact as figures show, the amount of European students at the DHS is not increasing and this target market becomes very hard to attract. It is evident that the DHS needs European students. It is therefore suggested to start from the very beginning and to provide an excellent service to incoming international students, which, once satisfied, will return to their home countries and promote positively their experiences at the DHS.

Questions

Is the situation familiar?

What is the main problem?

How effective is the solution in your opinion? What suggestions can you offer?

Can you find any errors in this student’s text?

(written in 2004, adapted for used in 2008, used in iteration 1 only)

Situation/problem/solution rhetorical pattern Language Characteristics

These guidelines will help you to prepare the presentation assignment concerning the reconstruction of a critical incident involving international teaching.

Instruction:

1. Describe the incident, explain why it was a trigger
2. Analyse the causes and effects, to bring to the underlying issue to the surface
3. Describe the actions you took
4. Identify the outcomes of your actions
5. Suggest what steps you either will or might take in future.

Situation

The situation should be a vivid description of the current issue. It should use present tenses, including the present perfect. (The inboxes of teachers have often been totally clogged up.) It should sketch the problem by showing its symptoms or consequences in a concrete manner. Adjectives and adverbs make the description more powerful.

Problem

This is the analytical part. Here you need to identify the core cause or causes that underlie the situation and trigger its manifestations. Cause and effect language is useful. It aims to answer a particular set of questions: What if? and Why did something happen? The basic structure for cause-effect is the following:

Typical questions:

"What are the causes of X?"

"What led to X?"

"Why did X occur?"

"Why does X happen?"

"What would be the effects of X?"

Example

Cause and effect involves tracing probable or known effects of a certain cause or examining one or more effects and discussing the reasonable or known cause(s).

Q: "Define recession and discuss the probable effects a recession would have on today's society."

A: Thesis: A recession, which is a nationwide lull in business activity, would be detrimental to society in the following ways: it wouldA....., it wouldB....., and it wouldC..... .

The rest of the answer would explain, in some detail, the three effects: A, B, and C

With cause-effect reasoning, be careful to avoid the following logical fallacies:

- drawing conclusions from inadequate evidence,
- assuming X causes Y just because X comes after Y
- begging the question. This means proving something you assume is true only by assuming it is true.

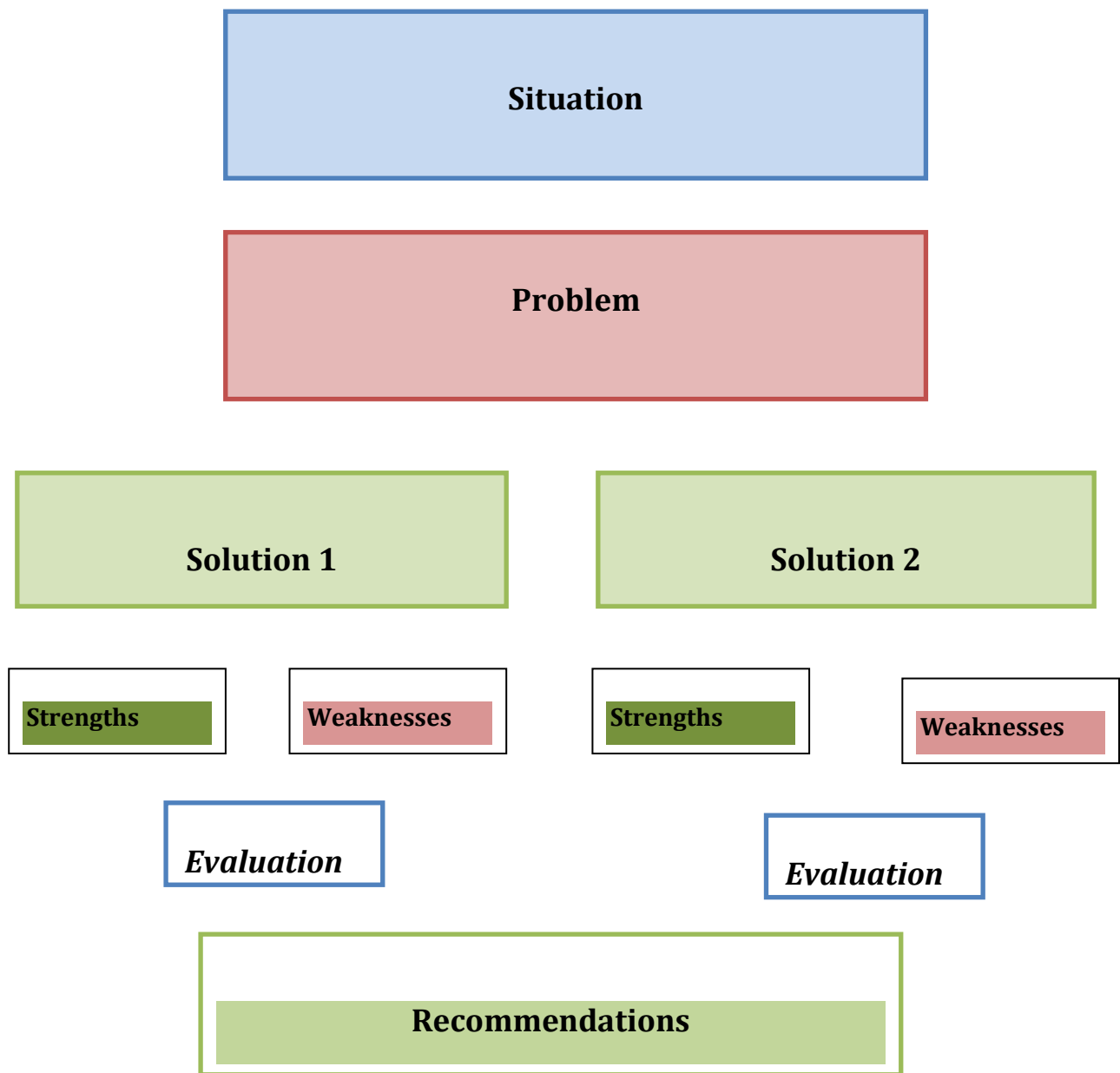
The use of the first and second conditionals will be important to a good analysis.

Solution & Evaluation

The language aspects of this section include language to speculate, such as degrees of likelihood and future tenses. The language functions of suggesting and advising play a role here.

Comparing and contrast language is necessary for the balancing of strengths and weaknesses of the proposed solution.

(designed by researcher, 2008)



(designed by researcher, 2008)

Internationalisation of the curriculum at (name of study programme or School) : A Sit/pro/sol analysis

Situation

- Requirement to combine foreign students with Dutch students in one programme
- Delivery of programme in a foreign language
- Diversity in views about assessment, teaching methods etc.
- Other?

Problems

- Resistance by Dutch students
- Loss of depth in way subjects are studied
- Difficult linking to other programmes in the School
- Logistic issues
- Other

Solutions

- New/innovative didactic approaches – feedback etc.
- Inclusive cultural learning – teachers & students explore together
- Use international students as a source
- English language support – targeted & tailored
- Other?

(designed by researcher 2009, used by a coordinator in iteration 3)

TIP English component : definitions

There are different types of definitions. The most common ones are **simple, straightforward definitions** and **complex, extended definitions**.

1. According to the Purdue online Writing lab a formal simple, definition is based upon a concise, logical pattern that includes as much information as it can within a minimum amount of space. It consists of three parts.
 - The term (word or phrase) to be defined
 - The class of object or concept to which the term belongs.
 - The differentiating characteristics that distinguish it from all others of its class(<http://owl.english.purdue.edu/owl/resource/622/01/>)
2. Swales & Feak (2002, pp. 45 – 48.) identify more parts which can be included in an extended definition of a complex phenomenon :
 - An analysis of the components
 - A sense of historical change and development
 - A knowledge of applications, reasons, purposes and/ or importance of the phenomenon
 - An awareness of problems related to, or exceptions with, the general definition (including references to contrasting definitions of experts)
 - Future predictions
3. Manchester University's academic phrase bank offers the following for both types of definitions: (<http://www.phrasebank.manchester.ac.uk/definitions.htm>)

Introductory phrases:

It is necessary here to clarify exactly what is meant by

This shows a need to be explicit about exactly what is meant by the word X.

X is a term frequently used in the literature, but to date there is no consensus about

Simple three-part definitions

A university is	an institution	where knowledge is "produced" and passed on to others.
Social Economics may be broadly defined as	the branch of economics	[which is] concerned with the measurement, causes and consequences of social problems.
Research may be defined as	a systematic process	which consists of three elements or components: (1) a question, problem, or hypothesis, (2) data, and (3) analysis and interpretation of data.

General meanings / application of meanings:

The term X has come to be used to refer to

The term X is generally understood to mean

The term X has been applied to situations where students

In broad biological terms, X can be defined as any stimulus that is

The broad use of the term X is sometimes equated with

The term disease refers to a biological event characterised by

In the literature, the term tends to be used to refer to

X can be defined as It encompasses

The term X is a relatively new name for a Y, commonly referred to as

Indicating difficulties in defining a term:

In the field of language teaching, various definitions of fluency are found.

Fluency is a commonly used notion in language learning and yet it is a concept difficult to define precisely.

A generally accepted definition of fluency is lacking.

Smith (2001) identified four abilities that might be subsumed under the term fluency: a)

The term poststructuralism embodies a multitude of concepts which

Specifying terms that are used in an essay/thesis:

In this essay the term overseas student will be used in its broadest sense to refer to all students who

Throughout this thesis, the term education is used to refer to informal systems as well as formal systems.

While a variety of definitions of the term X have been suggested, this paper will use the definition first suggested by Smith (1968) who saw it as

In this paper, the term that will be used to describe this phenomenon is X

In this dissertation the terms X and Y are used interchangeably to mean

Referring to expert's definitions (author prominent):

Smith (1954) was apparently the first to use the term

Chomsky writes that a grammar is a 'device of some sort for producing the' (1957, p.11).

According to a definition provided by Smith (2001:23), fluency is 'the maximally

The term "fluency" is used by Smith (2001) to refer to

Smith (2001) uses the term "fluency" to refer to

For Smith (2001), fluency means/refers to

Macro-stabilisation policy is defined by Smith (2003: 119) as "....."

Aristotle defines the imagination as "the movement which results upon an actual sensation."

The term "matter" is used by Aristotle in four overlapping senses. First, it is the underlying Secondly, it is the potential which

Smith et al. (2002) have provided a new definition of health: "health is a state of being with physical, cultural, psychological"

Referring to expert's definitions (author non-prominent):

Validity is the degree to which an assessment process or device measures what it is intended to measure (Smith et al., 1986)

Exercises:

1. Identify the parts of the example, use the list of Swales and Feak:

Dredging is an [excavation](#) activity or operation usually carried out at least partly underwater, in shallow seas or [fresh water](#) areas with the purpose of gathering up bottom [sediments](#) and disposing of them at a different location. This technique is often used to keep waterways navigable. It is also used as a way to replenish sand on some public beaches, where too much sand has been lost because of [coastal erosion](#). Dredging is also used as a technique for fishing for certain species of edible [clams](#) and [crabs](#). Without the many and almost non-stop dredging operations world wide, much of the world's commerce would be impaired, often within a few months, since much of world's goods travel by [ship](#), and need to access [harbours](#) or seas via channels. Recreational [boating](#) also would be constrained to the smallest [vessels](#). The majority of [marine](#) dredging operations (and the disposal of the dredged material) will require that appropriate licences are obtained from the relevant [regulatory](#) authorities, and dredging is usually carried out by (or for) harbour companies or corresponding government agencies. (Retrieved from, Wikipedia <http://en.wikipedia.org/wiki/Dredging>)

Look at the following examples

Sociology *may be defined as the branch* of science which studies the development and principles of social organization. *It is concerned* with group behavior as distinct from the behavior of individuals in the group.

Econometrics *may be defined as the branch* of economics which applies mathematical and statistical techniques to economic problems. *It is concerned with* testing the validity of economic theories and providing the means of making quantitative predictions.

Write a definition of your subject in a similar way for your programme or course. Fill in the gaps

2A. A pencil is a (or an) _____ which consists of _____

It is usually used to _____

However, _____

2B. IoC, that is Internationalisation of the Curriculum, is a term that has multiple interpretations.

In our programme blueprint, IoC is defined as.....(main characteristic)

In order to(reason / purposes) _____

Including..... (elements) _____

Homework

- A) Complete the IoC definition for your own module, a semester, a year or the entire bachelor programme.
- B) Explain what IoC means to and for the students, both domestic and international
- C) What is its purpose? What does it includes? What does it offer them? Write a short paragraph and bring copies for everyone next time.

(Partly adapted from Swales and Feak and University of Manchester, partly designed by researcher, 2009, used in both interventions in iteration 3 and in spin off no.1)

TYPICAL ERRORS of Dutch (and German) speakers SET 1

Look through these sentences. Most of them contain typical mistakes made by speakers of Germanic languages. Can you spot and correct the mistakes? The mistakes could be: grammar, vocabulary, spelling, or language logic. There might be several mistakes in one sentence. One sentence is correct - which one?

1. In general I think I am a positiv thinking person.
2. My father normally stands up at seven o'clock in the morning.
3. Living in New York and then travelling round the States is a dream from me.
4. I like to keep fit. I go twice a week swimming.
5. I think we can find a better place to stay than the probably very expensive hotel.
6. Here I live in Clifton, but in Rotterdam I live by the centre of the city.
7. Please send me further informations about the job you have advertised.
8. I'm afraid but I can't go to your party.
9. Aerobics can be fun. My sister enjoys a lot to do it.
10. If we do a lot of publicity for the party, it will come a lot of people.
11. Snowboarding is much fun. Everyone should try it.
12. The most of my friends can speak a little bit English and another language.
13. I try to go to bed before one o'clock in the night.
14. I've been invited to a party and I want to know if you can come with me.
15. I think, that there will be at least 50 persons on the party.

Domain 2 (Intercultural awareness & Communication) Materials

8 Intercultural Education at the University Level: Teacher-Student Interaction

NEAL R. GOODMAN

As teacher/student interaction is such an archetypal human phenomenon, and so deeply rooted in the culture of a society, cross-cultural learning situations are fundamentally problematic for both parties.

Geert Hofstede (1986)

Too often even those in the field of intercultural communication are oblivious to the differing perceptions of teacher-student interactions. We may lecture about “Low versus High Power Distance” cultures, while insisting on treating our students from High Power Distance cultures as “equals.” The assumption that *our* way of teaching is more “advanced” seems to be a hard one to discard. In this module, Goodman applies Hofstede’s five concepts to the actual teaching situation. Readers are given an opportunity to assess their own preferences, orientations, and biases while being exposed to potential cross-cultural problems.

Contents

- I. Self-Assessment Exercise: Instruction Styles
- II. Case Studies
- III. Skill Concepts
- IV. Applications
- V. Additional Activities

Goodman, N. R. (1994). Intercultural interaction at the university level: teacher–student interaction. In, R. W. Brislin, & T. Yoshida, (eds.), *Models for cross – cultural training programs*. Thousand Oaks: Sage.

(used in iterations 1 and 2, and intervention 3b, as spin off no.1 and during two informative workshops in 2006/2007)

Self-Assessment Exercise: Instruction Styles

Instructions: Below there are 46 statements that are clustered in pairs. Circle the statement in each matched pair that you are most comfortable with. There are no wrong answers. Make your choice as spontaneously as possible. You will have 23 items circled at the end of the exercise. (Adapted from Hofstede, 1986.)

1. A positive association in society is with whatever is rooted in tradition.
2. A positive association in society is with whatever is "new."
3. Impersonal "truth" is stressed and can, in principle, be obtained from any competent person.
4. Personal "wisdom" is stressed and is transferred in the relationship with a particular teacher (guru).
5. A teacher should respect the independence of his or her students.
6. A teacher merits the respect of his or her students.
7. One is never too old to learn; continual education.
8. The young should learn; adults cannot accept a student role.
9. Students expect to learn how to do.
10. Students expect to learn how to learn.
11. Student-centered education (value is placed on student initiative).
12. Teacher-centered education (value is placed on teacher-ordered learning).
13. Students expect teacher to initiate communication.
14. Teacher expects students to initiate communication.
15. Teacher expects students to find their own paths.
16. Students expect teacher to outline paths to follow.
17. Individual students will speak up in class in response to a general invitation by the teacher.
18. Individual students will only speak up in class when called upon personally by the teacher.
19. Individuals will speak up in large groups.
20. Individuals will only speak up in small groups.
21. Large classes are split socially into smaller cohesive subgroups based on particularist criteria (e.g., ethnic affiliation).
22. Subgroupings in class vary from one situation to the next based on universalist criteria (e.g., the task at hand).
23. Students may speak up spontaneously in class.
24. Students speak up in class only when invited by the teacher.
25. The teacher is seldom contradicted and rarely criticized.
26. Students are allowed to contradict or criticize teacher.
27. Confrontation in learning situations can be beneficial; conflicts can be brought into the open.
28. Formal harmony in learning situations should be maintained.
29. Effectiveness of learning is related to the excellence of the teacher.
30. Effectiveness of learning is related to the amount of two-way communication in class.

31. Neither the teacher nor any student should ever be made to lose face.
32. "Face-saving" is of little importance.
33. Education is a way of improving one's economic worth and self-respect based on ability and competence.
34. Education is a way of gaining prestige in one's social environment and of joining a higher status group.
35. Outside class, teachers are treated as equals to students.
36. Respect for teachers is also shown outside of class.
37. Diploma certificates are important and displayed on walls.
38. Diploma certificates have little importance.
39. In teacher-student conflicts, parents are expected to side with the student.
40. In teacher-student conflicts, parents are expected to side with the teacher.
41. Older teachers are more respected than younger teachers.
42. Younger teachers are more liked than older teachers.
43. Acquiring competence is more important than acquiring certificates.
44. Acquiring certificates is more important than acquiring competence.
45. Teachers are expected to give preferential treatment to some students (e.g., based on ethnic affiliation or on recommendation by an influential person).
46. Teachers are expected to be strictly impartial.

Scoring

Step 1: On the chart below, circle the numbers corresponding to the numbers circled on your inventory sheet. (For example, if you circled 1 on the inventory, circle it below in the CS category.) Total the circles in each row and place in the blank.

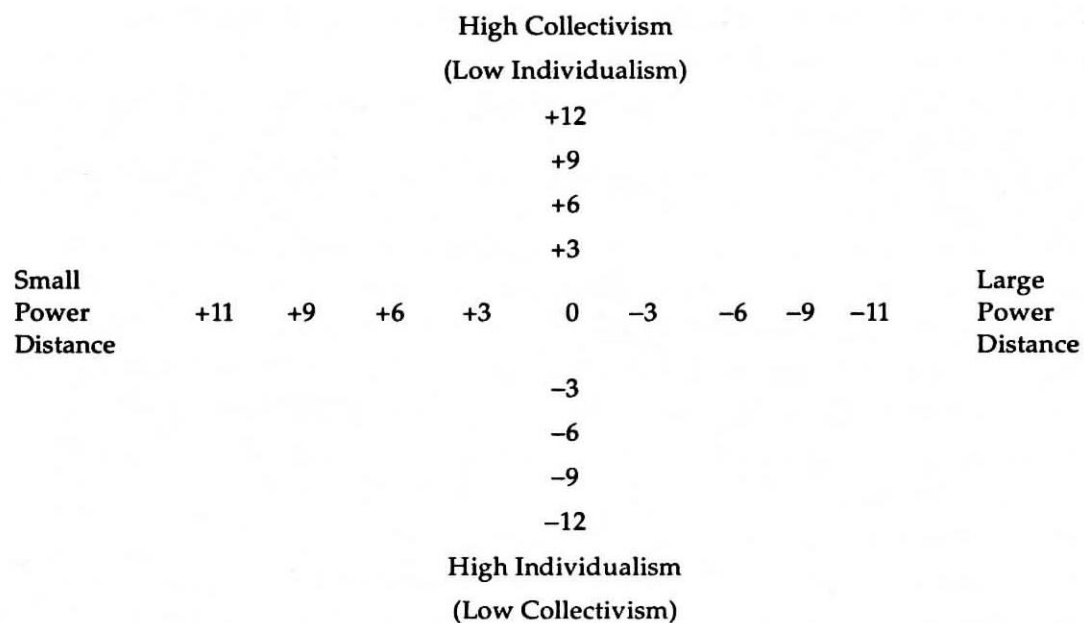
1	8	9	18	20	21	28	31	34	37	44	45	CS = _____
2	7	10	17	19	22	27	32	33	38	43	46	IS = _____
3	5	11	14	15	23	26	30	35	39	42		SP = _____
4	6	12	13	16	24	25	29	36	40	41		LP = _____
(CS + IS + SP + LP should equal 23)							TOTAL = _____					

Step 2: Transfer your scores above to the appropriate blanks below and compute totals for Collectivism/Individualism and Power Distance.

CS (____) – IS (____) = ____ Collectivism/Individualism Score

SP (____) – LP (____) = ____ Power Distance Score

Step 3: Mark your scores below. Collectivism/Individualism is on vertical line; Power Distance is on horizontal line.



As faculty search for ways to internationalize their courses, they often fail to note that the very nature of how they teach and how students learn is often culture-bound. The self-assessment that you just completed will be used later to examine cross-cultural differences in student-teacher interaction. However, before we examine the self-assessment, let's turn to some illustrative cases.

Revised Self assessment Exercise: Instruction Styles

Introduction based on an article from the EAIE (European Association for International Education)

The following exercise is based on the cultural dimensions of Geert Hofstede. These dimensions were identified among employees at IBM world- wide but it is believed that they can be applied to higher education. This belief is not agreed to by everyone. (reference to ...) some are very critical. Hofstede developed the dimensions as “an instrument to make differences between national cultures’ clear, this is their main benefit but because these dimensions create such strong categories they can lead to a kind of stereotyping. The EAIE advises teachers to use the model as a “working hypothesis” in other words, a kind of heuristic. Some of the pitfalls of the dimensions over generalisations can be anticipated and reduced in impact.

What are Hofstede’s dimensions?

PDI – Power Distance Index

IDV – Individuality

MAS – Masculinity

UAI – Uncertainty Avoidance Index

LTO – Long Term Orientation (this was developed later on)

Adapted from: Beelen, J. (Ed.).(2007). *Implementing internationalisation at home*.

Professional Development Series for International Educators, Amsterdam: publication of the EAIE.

PDI indicates in how far less powerful members of a society are willing to accept the authority of dominant figures / groups.

IDV is an indicator of how strongly people focus on their own personal goals, it is not an indicator of self-centred/selfish individualism. In fact, it is only clear in relation to collectivism. Collectivism is about how individuals are willing to bend to the wishes of the group and thus, generally regard their individual goals as secondary to the group goals.

MAS this has to do with the degree to which different genders are able to take on all roles in society, it is also related to the degree of competition vs cooperation and results vs relational orientation.

UAI this deals with how tolerant members of a society are with unstructured and unclear situations. When the mainstream culture in a society is generally uncomfortable with ambiguity there is a strong reliance on procedures and explicit rules.

LTO – This is based on Asian students’ views about the position of scholars. Mainstream cultures with strong LTO typically value perseverance and diligence and as well as respect for tradition, meeting social obligations and protecting ‘face’.

Instructions : Below there are 46 statements that are clustered in pairs. Circle the statement in each matched pair that you are most comfortable with. There are no wrong answers. Make your choice as spontaneously as possible. You will have 23 items circled at the end of the exercise. (adapted from Hofstede, 1986).

1. A positive association in society is with whatever is rooted in tradition.
2. A positive association in society is with whatever is ‘new’.
1. In our society practices rooted in traditional are typically highly valued.
2. In our society practices that are focused on innovation are typically highly valued.

3. Impersonal 'truth' is stressed and can, in principle, be obtained from any competent person.
4. Personal 'wisdom' is stressed and is transferred in the relationship with a particular teacher (guru).
3. Following scientific methods is the best approach to finding objective truths.
4. Absorbing the vision and knowledge of recognized masters is the best approach to finding universal truths.
5. A teacher should respect the independence of his or her students.
6. A teacher merits the respect of his or her students.
5. It is up to teachers to earn students' respect over time.
6. It is up to students to respect teachers from the start.
7. One is never too old to learn; continual education.
8. The young should learn; adults cannot accept a student role.
9. Students expect to learn how do.
10. Students expect to learn how to learn.
9. Students expect teachers to want them to learn actively
10. Students expect teachers to show them how to learn.
11. Student-centred education (value is placed on student initiative).
12. Teacher-centred education (value is placed on teacher-ordered learning).
13. Students expect teacher to initiate communication. / Students expect teachers to be exclusively the one who initiates communication.
14. Teacher expects students to initiate communication. / Teachers expect both to be able to initiate communication themselves and for students to initiate communication.
15. Teacher expects students to find their own path.
16. Students expect teacher to outline paths to follow.
17. Individual students will speak up in class in response to a general invitation by the teacher.
18. Individual students will only speak up in class when called upon personally by the teacher. / is this a repeat or in some way redundant after 13/14?
19. Individuals will speak up in large groups.
20. Individuals will only speak up in small groups.
21. Large classes are split socially into smaller cohesive subgroups based on particularist criteria (e.g., ethnic affiliation).
22. Subgroupings in class vary from one situation to the next based on universalist criteria (e.g. the task at hand).
23. Students may speak up spontaneously in class.
24. Students speak up in class only when invited by the teacher.
25. The teacher is seldom contracted and rarely criticized. / Students are not encouraged to give constructive feedback to teachers.
26. Students are allowed to contradict or criticize teacher. / Students are encouraged to give constructive feedback to teachers.
27. Confrontation in learning situations can be beneficial; conflicts can be brought into the open.
28. Formal harmony in learning situations should be maintained. Formal harmony must be maintained at all times.
29. Effectiveness of learning is related to the excellence of the teacher.

30. Effectiveness of learning is related to the amount of two-way communication in class.
/ Effectiveness in learning is related to the quality and degree of interaction between all members of the group.
31. Neither the teacher nor any student should ever be made to lose face.
32. 'Face-saving' is of little importance. /Facing saving is sometimes sacrificed in order to solve problems.
33. Education is a way of improving one's economic worth and self-respect based on ability and competence. /
34. Education is a way of gaining prestige is one's social environment and of joining a higher status group. /
35. Outside class, teachers are treated as equals to students. / Outside class teachers and students can minimize social distance.
36. Respect for teachers is also shown outside of class. / Teachers and students maintain social distance outside class.
37. Diploma certificates are important and displayed on walls.
38. Diploma certificates have little importance. / Diploma certificates are important for what they mean but are not valued as status symbols.
39. In teacher-student conflicts, parents are expected to side with the student./ ? should we drop this one?
40. In teacher-student conflicts, parents are expected to side with the teacher.
41. Older teachers are more respected that younger teachers.
42. Younger teachers are more well liked than older teachers.
43. Acquiring certificates is more important than acquiring competence.
44. Acquiring competence is more important than acquiring competence.
45. Teachers are expected to give preferential treatment to some students. (e.g. based on ethnic affiliation or on recommendation by an influential person.)
46. Teachers are expected to be strictly impartial.

Original test items by Goodman, N. R. (1994). Intercultural interaction at the university level: teacher – student interaction. In, R. W. Brislin, & T. Yoshida, (eds.), *Models for cross – cultural training programs*. Thousand Oaks: Sage.

Korea

In his early 20s, Harold taught high school history and was an adjunct professor at a nearby community college. When he was 25, he was invited to become an instructor/trainer for a large U.S. corporation based in Chicago. As Harold entered his mid-40s, he was considered to be one of his company's most accomplished instructors.

In fact, he was recently part of a team that developed a new course called "The Qualities of a Master Trainer." Having taught the course several times, Harold had made small changes in the course to get it to the point where he was extremely proud and satisfied with it.

The corporation Harold works for recently opened a subsidiary in Korea and was trying to provide their new Korean employees with the same training opportunities as were provided to its American employees. One of the first courses to be selected for delivery in Korea was "The Qualities of a Master Instructor." This was deemed to be a critically important course because the subsidiary was going to employ a number of new trainers who would be instructing the remaining employees in many courses, including sales, stress management, quality improvement, and career planning.

In light of Harold's seniority, reputation, and experience with the course, Harold was selected to go to Korea to teach the course to the Korean trainers. Harold was indeed a master trainer, although he thought of himself more as a facilitator. His style, which he learned through many years of trial and error, was participatory. He loved to get his trainees involved in his courses. He always projected an informal and easy style in which he was more an equal of his students, not their superior.

Though this was Harold's first business trip abroad, he felt confident in teaching the course he helped to design. Harold's main concern before accepting the assignment was the English language ability of the trainers. He was relieved to learn that they all spoke English fluently.

Harold arrived in Korea on Sunday and tried to stay up to get a regular night's sleep before having to teach the course on Monday morning. When he awoke on Monday he was a bit disoriented but after his third cup of coffee he felt alert and anxious to get to the training center. In the cab on his way to the training center Harold reviewed his notes one final time. He was confident and enthusiastic about meeting his Korean colleagues.

As he entered the training room Harold was pleased to see that the materials were in place, and all the audiovisual equipment was working. He checked out the room carefully and waited the 10 minutes before his students were to arrive. The eight students all arrived together and right on time. He introduced himself and put *Harold* on the board in big letters so they could practice and

remember his name. As he engaged in some small talk with the participants before the program, Harold was concerned that some of the students would speak in Korean to each other before responding to him. Also, some of the students spoke in very halting English. He had been told that they were all fluent in English.

Harold began the class with the usual introductions. He introduced himself, told people to address him by his first name, and told the students about his rural upbringing and his prior teaching experience and his experience with the firm. The students introduced themselves but said little about themselves, with the exception of Kim Park who had been to the United States and loved American movies. Harold proceeded with his usual icebreaker, a brief joke about the company. The joke, which generates a lot of laughter at home, did not seem to work. Harold felt that something might have been lost in the translation as he proceeded with the first part of the class.

Harold asked the class what they hoped to get out of this class on the qualities of a master trainer. The students looked back at him with no response. He then asked the participants to contribute an objective they had for the course. Again there were blank stares. Finally, one of the participants responded, saying, "We want to learn the qualities of a master trainer." That was not the type of individual objective he was looking for but at least he had a response. Harold explained that the response was fine and he then asked the participants to provide him with a list of the qualities of a good trainer. After waiting 5 minutes for the participants to generate their lists, Harold asked for volunteers to present their list of qualities. To his dismay no one raised a hand. None wanted to contribute their ideas. Finally, the same student who spoke earlier raised his hand and in a hushed voice said, "A master trainer must possess great wisdom."

Wisdom was not the response Harold was expecting. He already had a list of "good" and "bad" qualities and in all cases in the past the students could generate a list that identified each one. Harold thought the next best thing to do was to present the list to the students, so he quickly went to the board and wrote the following good and bad qualities:

Good Instructor

- A. Relates to his or her students
- B. Shows great enthusiasm
- C. Gets and gives feedback
- D. Puts students at ease
- E. Draws students into discussion
- F. Humanizes him- or herself (tells jokes, etc.)
- G. Shows flexibility
- H. Identifies students' needs and interests
- I. Is prepared and knowledgeable
- J. Uses a variety of training aids
- K. Is him- or herself

Bad Instructor

- A. Monopolizes classroom conversation
- B. Is pompous

Cultural briefing exercise (derived from Utley)

Cultural briefing is the process of finding out about another cultural, especially in preparation for a period of residence, a professional visit (perhaps in relation to finding new work placements, semester abroad study programmes, and/or joint educational project partners) or a holiday.

Some types of information can learnt beforehand, such as the organisation of the public transport system, and forms of address (Doctor, Mr, etc.) but it may be better to discover others through direct experience.

Look at the list below.

1. Choose a country whose culture you know little about, and from the list pick out six things you would find it most useful to know before you arrive in the country on an educational visit.
2. Choose a country whose culture you are familiar with, and do the same.
3. Prepare a short introduction (spoken or written) which would be useful for colleagues or students who are about to start either a professional short visit or long term stay in the same country. (State if your aim is to advise for a short term stay for colleagues or a long term stay for students.)

Attitude to alcohol	Political systems
Attitudes to foreigners	Education systems
Dealing with emergencies	Public transport
Demography - population spread	Regions
Formality of dress in business	Religion and its importance
Geography	Respect for authority
History	Office and shop opening times
Hospitality	Insurance and health systems
Housing standards	Silence : its acceptability in conversation & meetings
Local products	Negotiation styles
Meal times	Status and gender differences
Money – payment of bills	Thinking : analytical or intuitive?
Physical distance between people when they speak	Titles – Mrs, Dr, etc. and their equivalents

The Chinese Students' Canteen an authentic case

In 2006 the first group of 24 fourth year students of International Communication from the NUAS, an applied sciences university in Groningen, went to a university in a city in the north of China for three weeks to carry out a “capstone” assignment in which Chinese students would also be involved. The Hanze students, in groups of 4 or 5, were representing local firms in Groningen who wanted to explore possible cooperation with suppliers or distributors in China. These students had followed several courses in Intercultural Communicative Competency in their first and second years as part of their foundation programme. In their third year, all of them spent one semester at a foreign university and did an internship in an organisation, again, in a foreign country, for one semester. About half of them were of Dutch nationality while another third were German. The remaining 20 % consisted of small numbers (1, 2 or 3 at most) of students of various nationalities from different regions; some were Asian, African, Eastern European and /or Caribbean.

Thus the fourth year trip was not the first international experience of anyone in this group. The excitement ran high, this was first the time they had been together as a cohort outside the campus for two years. They had worked intensively for 2 months to prepare for this field work phase of their projects. One of the students was originally from the university that was acting as host. He had been influential in arranging the cooperative programme, making translations into Chinese and acting as go-between. During the trip, he was the de facto assistant to the 4 Dutch lecturers who accompanied the group.

On arrival the “Dutch” group were feted with a typical Chinese banquet. Many, especially of the 80% majority, noted that this cuisine was different from the Chinese food they were used to in Holland or Germany. There were meetings with the Chinese students, most of whom were doing a Masters’ in international business or English language. None of them were communication students. They were generally older than the Hanze cohort. Also they were very excited, although the capstone project did not bear credit for their studies. Toward the end of the first week, the Chinese students invited their Hanze counterparts to eat a dinner in the student canteen. A small contingent of the Hanze group went along to this canteen at lunch and saw what it was like. They reported back to the whole cohort that the place was huge, chaotic, deafeningly noisy, dirty etc. Also they had looked at the food served on trays coming down the conveyor line and thought it looked “disgusting”. Two of them had eaten something they could not recognise. After hurried and intense consultations several of the leading students, all of whom were Dutch or German, announced to the Chinese students that they were sorry but they already had plans to eat at a restaurant in the city.

When the representatives of the Chinese students were told this, they did not immediately react. After an initial silence, one of them remarked that he had heard that while the restaurant in town had nice food, often the dishes were “too salty”. Another said that the canteen food was mostly vegetarian so it was better that the Hanze students had an appointment elsewhere. For the next two weeks no words were spoken about this incident. Only at the end of the trip did the 4 teachers come to hear about what had taken place. When they asked students why they had refused to dine in the canteen, various reasons were given, the main one being that people were afraid that they might get sick from the dirty food and be unable to carry out their projects.

No Dutch or German student ever expressed regret about their actions in public although a few did admit that they felt badly about it later when talking to their study counsellors. No one ever asked the Chinese students what they thought about the rejection of their invitation.

(developed by researcher, 2006, used in iteration 1, various early informative workshops and spin off no. 2)

In groups of 4 **Please unpack this incident**

1. What is the main problem? Is it about group dynamics, cultural differences, culture shock, language or all of these (and perhaps more)?
2. What should the teachers have done, if anything?
3. According to Crichton et al there are 5 principles for intercultural teaching (2004, p. 60) they note that ...

Learning to be an intercultural communicator/interactant [also] requires the development of a sense of responsibility for oneself as a participant in a global endeavour to develop an intercultural stance, based on mutual respect in valuing negotiation as a shared means in communicating and interacting among fellow humans. Developing an intercultural stance is characterised by the following set of principles. This set of principles is seen as operating simultaneously, and by applying it in designing programs to promote effective 'internationalisation' of education, an educator engages directly with intercultural development across the curriculum.

- Connecting the intracultural with the intercultural
- Constructing intercultural 'knowing' as social action
- Interacting and communicating
- Reflecting and introspecting
- Assuming responsibility

Which of the principles would apply to this case?

Can you add any principles to this list?

How could they have been embedded in the Int/Comm. Study programme? Would use of the discussion type exercises in Utley or other published materials have been useful for example? Would it have been better to include these principles as part of the discipline of international communication? What else could have been done?

Crichton, J. Paige, M. Papademetre, L. & Scarino, A. (June 2004). *Integrated resources for intercultural teaching and learning in the context of internationalization in higher education*, Prepared by the Research Centre for Languages and Cultures Education, in the School of International Studies at the University of South Australia.

Culture and interculturality in knowledge communities

A discipline is more than a body of knowledge, it is a knowledge community which shares vocabularies, points of view, histories, practices, values, conventions and interests (Bruffee, 1995). Each knowledge community is influenced by the broader language and culture of the society in which it exists and also by linguistic and cultural practices developed through the exercise of the discipline over time (Liddicoat, 1997). This means that a discipline is a linguistically and culturally constructed body of knowledge which is understood and transmitted through a set of shared practices and beliefs. Students, as they learn the discipline, are socialised into the local language and culture of that discipline as it is practices within a particular social context. In developing an education approach which includes an intercultural dimension, therefore, it is important to consider aspects of the nature of culture as they relate to particular academic disciplines.

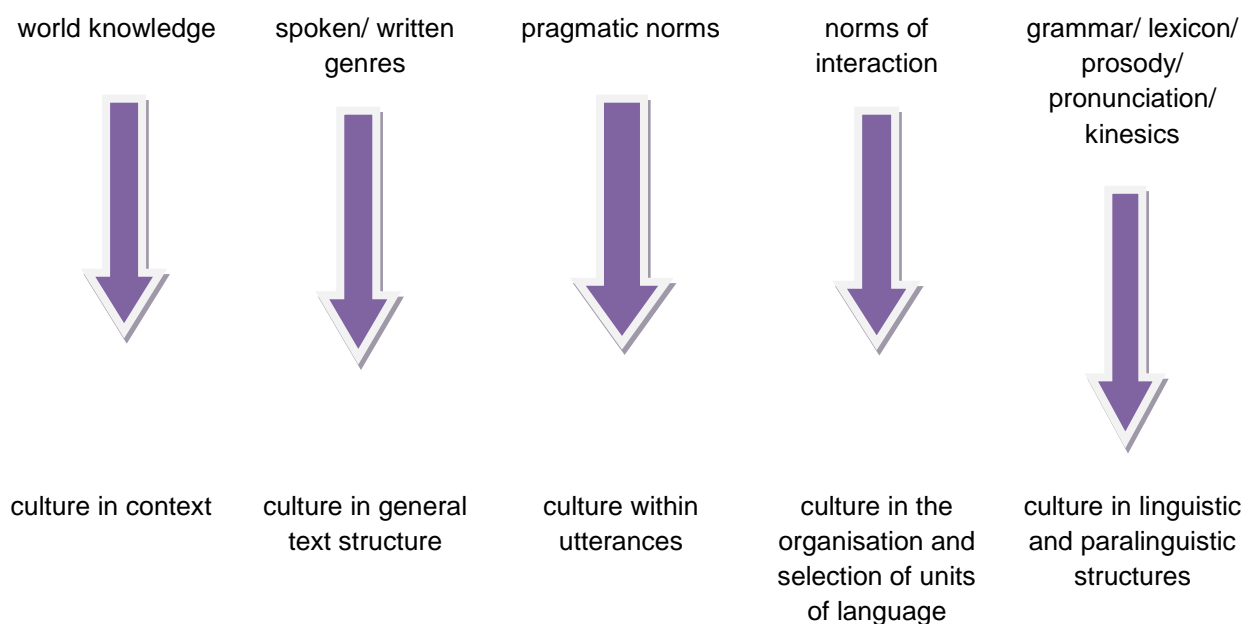
There are many ways of defining culture, and these definitions often reflect the fundamental concerns of the disciplinary area in which they are created. The following quotation, developed for an educational purpose, provides a useful way to begin to think about culture within the context of internationalisation.

Most social scientists today view culture as consisting primarily of the symbolic, ideational, and intangible aspects of human societies. The essence of a culture is not its artefacts, tools, or other tangible cultural elements but how the members of the group interpret, use, and perceive them. It is the values, symbols, interpretations, and perspectives that distinguish one people from another in modernized societies; it is not material objects and other tangible aspects of human societies. People within a culture usually interpret the meaning of symbols, artefacts, and behaviours in the same or in similar ways (Banks & McGee, 1989).

This definition highlights an understanding of culture as a system within which people create, understand and share meanings and while it is not overtly stated, such a definition implies a central role for language as the vehicle through which and by which meanings are articulated and communicated. Language and culture are fundamentally linked. Culture interacts with language at a number of levels some of which can be thought of as being close to 'pure' culture others are closer to 'pure' language (see Figure)

Culture

Language



World knowledge is the least attached to language. It refers to the cultural knowledge we have about how the world works. Genres are top level language structures and vary as cultural perceptions about what is an appropriate text, whether written or spoken, vary.

Pragmatic norms

What is considered good, elegant, or logical in one language/cultural context may not be thought of in the same way in another language/cultural context. Pragmatic norms refer to norms of language use, especially to politeness. It involves knowledge of the ways in which particular utterances are evaluated by a culture. For example, French “Donne-moi le livre” and English, “Give me the book” may ‘mean’ the same thing, but they cannot be used in the same contexts. The French version would be considered adequately polite in a broader range of contexts than the English version.

Norms of interaction

Norms of interaction refer to what it is appropriate to say at a particular point in a conversation, and what someone is expected to say at this point. This concerns issues like: what is the appropriate and expected answer to a question such as “How are you?” What is the appropriate thing to say before eating, how acceptable it is to be silent or to be talkative.

Linguistic aspects

The last level concerns the ways in which we encode ideas, concepts and relationships in language, including things like appropriate registers (eg formal - informal), appropriate amounts of physical contact, appropriate personal space, etc. What this shows is that there is no level of language which is independent of culture and, therefore, which are not open to cultural variation.

The definition given above from Banks and McGee (1989) is also careful to indicate that the culture itself is not to be understood solely or even primarily through the products of a culture. In the context of internationalisation, then, it is important that educational approaches do not focus solely or primarily on factual information about cultural products, whether these are understood as arts, institutions, legal and political documents, events, but rather on “how the members of the group interpret, use, and perceive them”. One useful way to begin thinking about approaches to teaching a discipline conceived as a cultural construct is to think about the culture we teach either as static or as dynamic.

A static view of culture treats cultural knowledge as either facts or artefacts. Students learn information about a country or people, their lives, their history, their institutions or their customs or about the cultural icons these people have produced, such as their literature, their laws, their art, their architecture or their music.

This knowledge may be mediated in a way which separates the factual knowledge from the linguistic context in which that knowledge was created and within which it is understood by members of the cultural group. The separation of culture from its mode of expression means that the culture of one society is mediated through the culture, and most especially through the conceptual system, of another.

In many cases, this involves the unreflective replacement of the conceptual framework of the original culture with the conceptual system of the language through which the culture is being mediated, thereby distorting the culture under study. A static view of culture also has its own definition of cultural competence, which is largely based on the ability to recall information. Cultural knowledge is usually associated with some particular assessment task or project and the long term usefulness or use of the information is not really considered, although it is usually assumed that the information once acquired will continue to be known in the future.

A dynamic approach to culture involves seeing culture as sets of practices in which people engage in order to live their lives, to understand their world and to produce and comprehend meaning. These practices are fundamentally variable. A dynamic view requires a movement away from the idea of the national culture and the idea of a monolithic ‘English culture’, ‘French culture’ or ‘Japanese culture’ and recognize that culture varies with time, place and social category and for age, gender, religion, ethnicity and sexuality (Norton, 2000). Different people participate in different groups and have multiple memberships of within their cultural group each of which can and does affect the presentation of the self within the cultural context (Tajfel & Turner, 1986). The variability is not limited however to membership of sub-cultures but also to the ways in which the individual participates within his/her cultures. People can resist, subvert or challenge the cultural practices to which they are exposed in both their first culture and in additional cultures they acquire.

A practices view of a disciplinary culture cannot see culture as a set of rules or predispositions which create the behaviour of members of a cultural group, but rather culture comes to be seen as a set of orientations which people use to structure and understand their social world and communicate with other people. This means culture, including disciplinary culture, is not about information and things, its about actions and understanding. In order to learn about culture, it is necessary to engage with the linguistic and non-linguistic practices of the culture and to gain insights about the way of living in a particular cultural context. Cultural knowledge is not therefore a case of knowing information about the culture; it is about knowing how to engage with the culture. In a dynamic view of culture, cultural

competence, therefore, is seen as intercultural behaviour. It is the ability to negotiate meaning across cultural boundaries (Kramsch, 1993b, 1999).

Viewing culture as a dynamic set of practices rather than as a body of shared information engages the idea of individual identity as a more central concept in understanding culture. Culture is a framework in which the individual achieves his/her identity using a cultural group's understandings of choices made by members as a resource for the presentation of the self. This reflects Sacks' (1984) notion of 'doing being ordinary': who we are is an interactionally accomplished product not an inherent quality and the culture provides a reference point for this interactional accomplishment. Such a view encourages us to think of the individual as a semiotic system, that is, as a set of meaningful choices about the presentation of self. Culture provides a context in which this semiotic is to be read and choices will be understood differently in different cultural contexts (Kramsch, 1995a; 1995b). This means that for the second language user 'doing being ordinary' involves presenting the self within a different framework of conventions for reading the individual.

A view of culture as practices indicates that culture is complex and that individual's relationships with culture are complex. Adding an additional language and culture to an individual's repertoire expands the complexity, generates new possibilities and creates a need for mediation between languages and cultures and the identities which they frame. This means that learning involves the development of an intercultural competence which facilitates such meditation. Intercultural competence involves at least the following:

- Accepting that one's own and others' behavior is culturally determined.
- Accepting that there is no one right way to do things.
- Valuing one's own culture and other cultures.
- Using language to explore culture.
- Finding personal solutions in intercultural interaction.
- Using existing culture as a resource to learn about a new culture.
- Finding an intercultural style and identity.

Intercultural competence means centrally being aware that cultures are relative. That is, being aware that there is no one "normal" way of doing things, but rather that all behaviours are culturally variable (Liddicoat, 2000). Culture learning involves process for decentring from one's existing cultural mindset and engaging in positive and creative ways with new cultural possibilities. This decentring may be considered as the development of an intermediate, intercultural set of practices (also called a third place Kramsch, 1993a; Liddicoat, Crozet, & Lo Bianco, 1999)

Liddicoat, A. J. (2004) Models of intercultural learning: Internationalisation as education. In, J. Crichton, M. Paige, L. Papademetre, & A. Scarino, (developers and eds.) *Integrated resources for intercultural teaching and learning in the context of internationalisation in higher education* (pages 70 to 78). Prepared by the Research Centre for Languages and Cultures Education, in the School of International Studies at the University of South Australia

(used in spin off workshop no.2 and placed on intranet site on BB)

Power point slides: Intercultural learning

We all have had experiences with people who are different, we all know that the way we deal with those differences can have significant consequences, especially in learning environments such as class members or project groups

Intracultural differences can be as great as *intercultural* ones; a student from a small town vocational school and a gymnasium student from a major city can differ as much as students from two countries in their educational expectations, study habits and traditions

A teacher can develop antennae to sense the differences in thinking and acting of students. That is..
A teacher can become more capable of handling intercultural communication

A teacher oriented approach

A teacher who wants to develop Intercultural communication skills can choose a way to learn such as :

- ...Becoming familiar with professional literature by IC experts with examples, explanations and guidelines
- ...Following a training in intercultural competences
- ...Taking a test for instance Bennett's Intercultural Sensitivity Development Model
- ...Attending lectures and workshops on cultural differences and cross-cultural sensitivity

But are workshops, lectures and reading the best ways to develop attitudes and aptitudes to deal with intercultural communication?

An experience based learning cycle

Writing up the incident

1. recall an incident of inter/intra cultural misunderstanding or tension

Choose a problem, confusing or tense situation or puzzle involving students who have some kind of cultural differences

It can be a single incident or event but it can (also) be the result of a series of interactions that built up during a project or module

Do not use general or vague descriptions - Be concrete recount : 'who, what, when, where,' in sufficient detail

A misunderstanding between students from the same country is possible too

Identify as many background elements of the problem as needed

Give a chronology

Do not suggest the reasons for the problem, let it speak for itself, report as objectively as possible

1a. Prepare to Reconstruct & Reflect

Start to interpret the situation, event or series of interactions, brainstorm with yourself about...

What went wrong with the communication? Was there one misunderstanding or more than one?

Why does it matter? For whom does it matter?

What are the surface triggers and the underlying drivers of the incident or situation?

What values were involved, whose values are they?

Why did I / we / they act the way I did?

What could I/ we / they have done differently?

What do the actors need to learn about intercultural differences and communication to act more effectively in such situations in the future?

Make some rough notes for yourself , that's enough for now

do the Bennett ISDM test and send it to an expert for feedback

2. A space to think about the experience

Send your story to a colleague you can add your brainstorm of the reflective questions / read the story of your colleague

Attend a guided interview session, share experiences, compare interpretations, give each other feedback

Productive Reflection is the goal – revise answers to questions

Find out what you need to learn about cultural differences

3. Take Steps - Concrete actions

As a group or on your own consult / use IC books or websites that have guidelines and exercises / make a reading circle with presentations of reading

Write a summary of relevant ideas from the literature that you studied and present your findings to other colleagues

Set up contact moments with people from different cultures / link that to your experiences with students

Attend lessons on intercultural issues, if possible with students

Invite facilitator, consultant or expert to talk to your group

Make a video or audio recording of yourself teaching or a tutoring and/or ask for peer feedback on the basis of observation

4. Identify and conclude what has been learnt

Come to conclusions with colleagues or on your own –

Complete these:

IC competences that I / we understand well are....

IC competencies that are important for our/ my students are

5. Experimentation with discovered competencies

Identify 'links' between IC skills and the subjects in your own courses or modules

Which learning goals with an IC or international component can be built into your curriculum?

Which knowledge, attitudes and skills reflect these learning goals?

What assessment tasks could students complete to demonstrate achievement of these knowledge, skills and attitudes ?

What learning activities and tasks will assist learners to develop these knowledge, skills and attitudes?

What tools and resources are available to achieve the above?

(partly based on Key questions from Oxford Brookes university)

Summary

1. Begin with a concrete experience – Task: describe a critical incident, send it to a colleague
2. Hold an intervision session, share experiences and give each other feedback – Task : make a list of learning goals
3. Follow IC lessons, record own lessons, audit literature, etc.
4. Consolidate insights – Tasks : state what you have learnt for yourself and identify specific competencies that would be positive for students
5. Experimentation - Task: integrate specific IC skills, attitudes & or attitudes into curriculum designs

Domain 3 (international teaching & learning) Materials

What does it mean to be an international teacher? (used in several early workshops 2007 - 2008)

Student A commented "Even when they speak good English they are absolutely not international."

Why does he think that?

Student B commented "Even though she has not worked in foreign countries herself she understands us."

Why does she feel that?

Knight (2004) expresses the need to address how internationalisation is going to be able to 'deal with the intersection of the international and the intercultural....' As Crichton et al remark, "These two terms are neither synonymous nor clearly understood." (in citing Crichton et al, 2004, p.3).

In her 2002 review/critique article --- 'In search of the intercultural' ---, Claire Kramsch examines various attempts to address 'the intercultural' in the context of language, culture, and intercultural communication teaching and learning. She notes that:

There is hardly a term that raises more hopes for international understanding and peaceful transaction among people, yet is more difficult to define than 'intercultural communication'... Whether it is called international, cross-cultural, or intercultural, communication between people of different languages and cultures has been an obsession of the last century... (p.275, in citing Crichton et al, 2004, page 42).

Teaching culturally / linguistically diverse groups: Whose problem is it?

Problems reported by students:

having problems with language in relation to the workload and the assignments
their need for greater support from lecturers
lack of clarity in lectures and assessment criteria
a...lack of understanding by lecturers of the students' educational background
uncomfortable relations with domestic students – feelings of isolation

Problem areas in relation to teaching international students as well as the domestic one:

speed of lecturing
lack of critical thinking
concept of multiple answers being acceptable
written language skills
spoken language and comprehension
taking responsibility for their own learning
dependence on rote learning,
reluctance to participate, and
understanding of technical language. (Soliman, 2001, pp. 9 /10).

-Crichton, J. Paige, M. Papademetre, L. & Scarino, A. (June 2004). *Integrated resources for intercultural teaching and learning in the context of internationalization in higher education*, Prepared by the Research Centre for Languages and Cultures Education, in the School of International Studies at the University of South Australia.

-Knight, J. (2004). Internationalization Remodeled: Definition, Approaches, and Rationales, *Journal of Studies in International Education*, 8 (1) 5 – 31.

-Soliman, I. (2001). *Towards Best Practice in teaching internationally: does it transcend cultural differences?* Paper presented at the International Research Conference of the Australian Association for Research in Education, "Crossing Borders: New Frontiers for Educational Research", 2-6 December, at the University of Notre Dame, Fremantle: WA.

Reading task 1 - worksheet

Article:

Bell, M. (2004). *Internationalising the higher education curriculum – Do academics agree?* Miri, Sarawak, HERDSA 27th Annual Conference 4 – 7 July Transforming Knowledge into Wisdom: Holistic Approaches to Teaching and Learning. Retrieved, 28, November 2008, from,

<http://www.herdsa.org.au/wp-content/uploads/conference/2004/PDF/P036-it.pdf>

Lead in

Bell starts by acquainting readers with some of the different ways university staff and researchers understand the phenomenon of internationalization, also called “Internationalisation of the Curriculum” or IoC.

She mentions some of the most well known views and gives one commonly accepted definition of IoC as:

“Curricula with an international orientation in content, aimed at preparing students for performing (professionally/socially) in an international and multicultural context.”

Considering the challenges for academics who have to carry out the IoC process, she agrees Josef Mestenhauser, saying :

Mestenhauser’s (1998, p. 28) conclusion still stands – the literature about international education “is generally silent about the nature of the international curriculum, and yet every field and discipline in international education makes assumptions about what to teach, how to teach it, when and to whom, in what sequence, and of what quality and quantity. None cite any research findings on which this form of the ‘curriculum’ is based”.

In other words the people who have to design and deliver the study programmes are not clear about what IoC is and how to actually integrate it in their work.

Bell asked academics in several disciplines where they stand on the issue of internationalization of their study programmes (IoC) . She clustered the responses into 4 positions on a continuum which she calls a ‘spectrum of acceptance’.

Level 1 was positioned at the left of the spectrum – people there see internationalization as irrelevant and thus do not accept it.

Level 2 is the mid left position, it reflects the views of those who think it is not appropriate but are not totally against it.

Level 3 is the mid- right position, it reflects the views of people who are somewhat optimistic, they think IoC is possible and has some benefits.

Level 4 was the far right position on the spectrum, - people there see IoC as a very positive opportunity to improve the teaching and learning in their studies.

Read Bell's article and prepare answers to the following :

1. Having read the various comments of teachers interviewed by Bell, where do your sympathies lie? Whose comments most reflect your own feelings and views? Whose stance is the farthest from yours and why?
2. Bell suggests some reasons for the so called 'great divide' between the accepters and rejecters. Do you think she is on the right track with these explanations or are there other factors that she has not considered?
3. Do you know of colleagues who have strong views that could place them at a specific point on Bell's spectrum? If you have a conflicting view what have you done about it?
4. How can a team that has people on it with such different views come to a collective understanding of IoC and does it matter?
5. Find 15 to 20 words that you have not typically used in your own writing which would enrich your written repertoire.

Bell, M. (2004). *Internationalising the higher education curriculum – Do academics agree?* Miri, Sarawak, HERDSA 27th Annual Conference 4 – 7 July Transforming Knowledge into Wisdom: Holistic Approaches to Teaching and Learning, Retrieved, 28, November 2008, from, <http://www.herdsa.org.au/wp-content/uploads/conference/2004/PDF/P036-jt.pdf>

(developed by the researcher for iteration 2)

Reading task 2.

The following is an excerpt from Sheryl Bond, UNTAPPED RESOURCES : Internationalization of the curriculum and classroom experience: A selected literature review CBIE (Canadian Bureau for International Education) Research, Millennium Series - N° 7 2003

Instruction:

Read the excerpt and answer the questions that follow it. There is another excerpt, taken from a Hanze Internationalisation Policy document.

6.0 APPROACHES TO INTERNATIONALIZING THE CURRICULUM

An important question raised in the literature by Harari (1992) has to do not with whose responsibility it is to internationalize the curriculum, but how to approach curriculum reform.

Harari, M. (1992). Internationalizing the curriculum. In Klasek, C. (Ed.). *Bridges to the Future: Strategies for Internationalizing Higher Education*. Carbondale: Association of International Education Administrators.

Three different approaches to internationalizing the curriculum are currently in use in Canadian post-secondary institutions. Based on very different assumptions, the three approaches to internationalizing the curriculum are:

- (1) the add-on approach,
- (2) the curricular infusion approach, and
- (3) the transformation approach.

As can be seen in Figure 1, the add-on approach is at the entry level of this conceptual model and has a narrow focus, limited participation, and limited impact. The adding-on of something from a culture other than one's own represents the early attempt to internationalize the curriculum. A significant disadvantage of this approach is that "it leaves the dominant theoretical and conceptual perspectives inherent in the curriculum untouched and the international is seen through the eyes of these Western paradigms" (Mestenhauser, 1998).

Infusing the curriculum with international content activity is probably the most widely used approach to curriculum change in Canadian post-secondary institutions. Its advantages include the broader participation of faculty and students, courses and programs. Its premise is that if "enough courses can be enriched with international content of some kind, the cumulative effect will be an impressive international education" (Mestenhauser, 1998.) Cogan (1996) characterizes the infusion approach as having several features, which enable faculty members to become involved in the internationalization process. The "starting points" for infusing the curriculum with international content and processes include:

- Rethinking course goals in terms of internationalization (e.g. how can course objectives be more inclusive to incorporate local issues through global ones.)
- Examining the kinds of reading assigned to students for a course, from both books and journals, that reflect diverse points of view on topics-issues-content
- Rethinking assignments so that they allow for and encourage students and faculty members to think beyond national borders
- Using the representative diversity of the student demographics in the classroom as a teaching tool; allowing students to use their own experiences to dialogue about the multiple perspectives on the various content topics and issues under discussion

- Using one's own research, study abroad, and international consulting and conference attendance as a faculty member to enrich and enliven a course
 - Inviting international faculty members as guest speakers or panellists to provide a wealth of information to students about another culture
 - Capitalizing on the opportunities of an international nature at the institution and taking advantage of related activities.
- Cogan, J. (1998). Internationalization through Networking and Curricular Infusion. *In Reforming higher education curriculum: Internationalizing the campus*. Mestenhauser, J. & Ellingboe, B. (Eds.). Phoenix: Oryx Press.

The transformational approach produces reform, which requires a shift in the ways in which we understand the world. As an approach to curriculum reform, transformation is realized much less frequently but has the potential to involve many more people, and change, in fundamental ways how faculty and students think about the world and their place in it

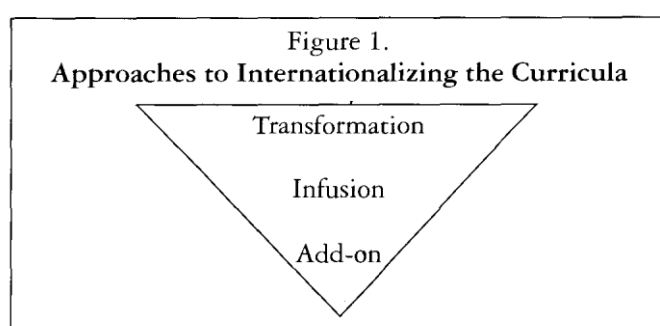


Figure 1 is a conceptual model based on the prior work of Banks (1999) and Mestenhauser (1998). "When information about other countries and other cultures are infused in the curriculum, the students view the experiences of others from the perspectives and conceptual frameworks of the traditional Western canon... when curriculum transformation occurs, students and teachers make paradigm shifts and view the world from the perspectives of different racial, cultural, and gender groups" (Banks).

- Banks, J. (1999). *An introduction to multicultural education*. Boston: Allyn & Bacon.
 - Mestenhauser, J. (1998). Portraits of an international curriculum. In Mestenhauser J. & Ellingboe B. (Eds.). *Reforming higher education curriculum: Internationalizing the campus*. Phoenix: Oryx Press
- Freedman (2002) suggests strategies to guide faculty efforts to transform the curriculum and pedagogical practice. Faculty members can:

- begin curriculum design with a social reconstructionist perspective
- broaden this perspective through the application of new approaches to learning
- present knowledge in terms of sociocultural, as well as disciplinary, contexts
- think of culture as being local and global, as well as national
- include in the curriculum the various forms of international visual culture that influence global knowledge
- reference knowledge from international sources,
- including sources that may be fragmented, conflicting, and multidisciplinary
- help students directly and constructively address professional and cultural differences

Freedman, K. (1998). Culture in Curriculum. In Mestenhauser, J and Ellingboe, B. *Reforming higher education curriculum: Internationalizing the campus*. Phoenix: Oryx Press.

7.0 RESISTANCE TO CURRICULAR AND PEDAGOGICAL REFORM

Stories are widely circulated that faculty members resist any external pressures to reform the curriculum, and are even slow to respond to changes introduced within their own professional and disciplinary associations. Studies which document the hesitancy or disinterest of faculty members in internationalizing their courses and teaching practices include Green (2001); ACE (2000); Cleveland-Jones, et al. (2001), and Dobbert (1998). Dobbert points out that the rhetoric of globalizing the curriculum, such as mission statements, hides the real issues of creating an internationalized institution and persons. These issues include the necessity to build new patterns of interacting among faculty and among faculty and students.

Moving beyond the rhetoric and the near urban legend of faculty intransigence, studies such as those carried out by Cleveland-Jones, et al. (2001); Ellingboe (1998); Shute (2002); Bond & Thayer (1999), and Dobbert (1998) have begun to name the human, structural and institutional elements within an academic culture that become problematic when either faculty or institutions attempt to work outside the established norms of the discipline or a department. A recent Canadian study carried out by Cleveland-Jones, Emes & Ellard identified sources of resistance to the introduction of curriculum and pedagogical reform at one Canadian university.

It is not unlikely that some of the resistance encountered at one institution would also be factors in other academic contexts. In this study resistors included:

- Competing strategic directions.
- No common or core set of courses required of all undergraduate students.
- The professoriate feared curriculum redesign was a fundamental shift toward consumer-oriented approach, detached from the traditional understandings of curriculum.
- Faculty saw that major changes were required while the personal costs were not clear or understood.
- The academic culture promotes independent thought, academic freedom and alliance to the disciplines.
- Unprecedented changes were required in how faculty thought about the nature and scale of curriculum change.
- To members of the faculty, curriculum redesign meant more work on top of an already overburdened academic load.

Cleveland-Jones, M., Emes, C., Ellard, J.H. (2001). On being a social change agent in a reluctant collegial environment. *Planning for Higher Education*. 29 (4).

Among the other studies which focus on the culture of the discipline or the academic unit, there is general agreement on multiple sources of resistance which arise both within the academic culture and through institutional practices. These resistors can undermine individual or institutional initiatives and include:

- The fractiousness of disciplines make the introduction of an international perspective another point of dispute.
- Individual faculty members who are committed to internationalizing their own courses are generally at odds with colleagues and conventional career and reward structures.

- Some faculty members see any change in disciplinary content or pedagogy as contributing to the loss of quality.
- Internationalization of the curriculum is yet another significant reform being asked of faculty members who are already coping with earlier reforms without any recognition or support.
- The continuing financial constraints experienced by colleges and universities are coupled with ever increasing expectations, making the internationalization of the curriculum yet another undervalued, and unfunded initiative.
- Competing priorities leave little time and energy for yet one more change, particularly one that might require significant modifications to the basic intellectual frameworks of the discipline/field.
- The lack of internationalized textbooks and readings coupled with difficult to access literature makes the process of individually initiating reform too difficult to undertake.
- Too many faculty members do not have the competencies or attributes being sought in the students.

Reading Task :

1. The appendix has an excerpt from a Hanze policy document concerning incorporating an “international orientation” into the curricula. One of the last sentences of this excerpt says, roughly, that international aspects can be located either in separate, that is stand alone, study units or be integrated into existing units. Which approach - add-on, infusion or transformation, do you recognise ? Do you think it is the best model? (How specific is the term “studieonderdeel”? Consider this in your answer)
2. The transformation model is clearly the most costly, would you recommend it anyway, why or why not?
3. Study the two lists that identify sources of resistance. Choose at least two sources from each list that are familiar to you. Discuss the at least two types of resistance that you have chosen, describe them in detail, when, what, who were involved? What can be done to overcome them?
4. What are your concerns about the way an international orientation is being incorporated at the Hanze in general, or at ABC?

APPENDIX

Nadere definitie van het begrip ‘internationale dimensie’ in curricula. (Vastgesteld door het CvB op 25 augustus 2003) De internationale dimensie

Er zijn verschillende definities in omloop van een ‘internationalised curriculum.’ De volgende definitie lijkt het best aan te geven welke ambities de HG heeft m.b.t. internationalisering van het curriculum, in combinatie met de uitgangspunten t.a.v. het aanbieden van competentiegericht onderwijs:

A curriculum that aims at preparing students for performing well (professionally, socially, and emotionally) in an international and multicultural context or environment, by providing students with ample opportunities to obtain international and intercultural knowledge and abilities. [Een curriculum dat tot doel heeft studenten voor te bereiden op het goed functioneren (professioneel, sociaal, en emotioneel) in een internationale en multiculturele context of omgeving, door studenten een ruime mogelijkheid te bieden om internationale en interculturele kennis en vaardigheden te verwerven.]

Een curriculum voldoet aan bovengenoemde doelstellingen, wanneer aan zowel cognitieve aspecten, als aan attitude-vormende aspecten aandacht wordt besteed. Hiervoor zijn diverse mogelijkheden, die hieronder zijn geïnventariseerd. Uitgangspunt is hierbij de Nederlandse student (d.w.z. de student voor wie het Nederlands de moedertaal is) die een (grotendeels) Nederlandstalige opleiding volgt. Voorwaarde is dat deze studie-onderdelen zijn opgenomen in het kerncurriculum van de opleiding en niet alleen in keuzemodules te vinden is

a. Vooral cognitief

1. Talenonderwijs, d.w.z. modules die als primair doel hebben het aanleren van kennis en vaardigheden in een moderne vreemde taal (niet Nederlands).
2. Studieonderdelen die primair zijn gericht op de bestudering van een internationaal onderwerp, bv Internationale Marketing, Europese Sociale Wetgeving.
3. Studieonderdelen waarin een onderwerp op internationaal vergelijkende wijze wordt behandeld, bv. International Comparative Education.
4. Studieonderdelen regiostudies, d.w.z. modules die primair tot doel hebben het aanleren van kennis over een ander land een andere regio, e.e.a. uiteraard in relatie tot het vakgebied.
5. Studieonderdelen die primair gericht zijn op het bestuderen van de internationale en/of interculturele verschillen in de uitoefening van het toekomstige vak.

Aan al deze aspecten moet voldoende aandacht worden besteed in het curriculum van elke opleiding, gerelateerd aan het beroepsprofiel van de betreffende opleiding. De uitwerking kan plaatsvinden in aparte studieonderdelen speciaal gericht op internationalisering of geïntegreerd in andere studieonderdelen. Elke opleiding dient expliciet aan te geven in welke curriculumonderdelen de internationaliseringsaspecten aan de orde komen.

b. Vooral attitudevormend

1. Studieonderdelen die in een andere taal dan het Nederlands worden gegeven, bij voorkeur aan een internationale groep van studenten. Het gebruik maken van anderstalige literatuur alleen is niet voldoende.
2. Studieonderdelen cross-culturele vaardigheden, d.w.z. modules die primair tot doel hebben het leren omgaan met mensen uit andere culturen (ook allochtoon) in de toekomstige werksituatie.
3. Modules/projecten waarin actief wordt samengewerkt met buitenlandse studenten, of buitenlandse docenten, bv. in een internationaal samengestelde klas, via internet of video-conferencing.

Aan al deze aspecten moet voldoende aandacht worden besteed in het curriculum van elke opleiding, gerelateerd aan het beroepsprofiel van de betreffende opleiding. **De uitwerking kan plaatsvinden in aparte studieonderdelen speciaal gericht op internationalisering of geïntegreerd in andere studieonderdelen.** Elke opleiding dient expliciet aan te geven in welke curriculumonderdelen de internationaliseringsaspecten aan de orde komen.

(developed by the researcher for iteration one and used in iterations 1, 2 and intervention 3b)

School of MM Action learning group request (developed in Iteration two picked up on in intervention 3b)

High quality international education for all our students through teacher knowledge exchange

The second performance indicator [prestatie indicator] in the policy white paper 'Verder Kijken' explains that "The NUAS wants every graduate to be prepared to carry out their profession in an international perspective. The programmes are to be designed so that these perspectives are embedded into the required curriculum of every student."

Uitleg: De HG wil dat elke afgestudeerde is voorbereid op het uitoefenen van zijn beroep in een internationaal perspectief. HG-programma's dienen zo te zijn ingericht dat voor elke HG-student dit in het verplichte curriculum is verwerkt.

We believe that this policy means that Schools need to extend their international programme elements to include the domestic streams. This focus on the 90% of students who study in Dutch and do not go abroad has been given the name: **Internationalisation at Home, or I@H** (Beelen, 2007).

It is clear that both the School of MM and the School of C&M have made strong and sustained efforts to introduce international elements in the curricula of both schools. These measures have achieved much in terms of, for example, expertise on international issues, support for language skills and greater diversity in the student body. However, they have minimal effects on the majority of Dutch students. While we are happy with the international stream and all it offers, we feel that, to meet the PI more attention needs to be paid to this majority by taking I@H more to the core of our Schools' strategic agendas. We are convinced that new knowledge to achieve this goal can creatively and efficiently come out of a knowledge sharing process. This is a modest proposal by a few teachers of FM to make a contribution by carrying out a knowledge exchange with colleagues from ICM and producing an advisory report of their findings.

K-xchange: Who would be involved?

A group of teachers, 2 from School of MM and 2 from School of C&M will come together twice a month. They would form a self-facilitated knowledge exchange set. Also, where appropriate, they may act as an action learning set (McGill & Beaty, 2001). Personal commitment is important to such a set. Set members "share responsibility for the maintenance of the procedures and processes.... There is no facilitator to take responsibility if the set is not achieving its purpose. (p. 91).

Our aim is to boost organisational learning through a dialogue with many members of staff and students and by reviewing materials. We would begin with our own Schools in the hope that what we produce could serve as an example for other Schools within and outside the HG.

Rationale: Why use a 'knowledge exchange' approach?

Knowledge exchange is one of the most effective ways that organisations can use to ensure that their own wealth of resources, such as successful examples, valuable insights, experiences and concrete knowledge, can be utilised to develop new concepts which are suitable to the specific environment. This is an important element in organisational learning. Stated more strongly, according to Prof. Ikujiro Nonaka (1995 see end note) organisational learning *must be* linked to knowledge creation which is an interconnected and spiralling process. He...

developed a model in which he depicted ideas being formed in the minds of individuals and then, through progressive interactions with others, the development of new ideas. Nonaka's model of knowledge creation contains the following interacting levels of knowledge.

- Socialisation (tacit to tacit knowledge exchange);
- Externalisation (tacit to explicit knowledge exchange);
- Combination (explicit to explicit knowledge exchange);
- Internalisation (explicit to tacit knowledge exchange).

According to Nonaka knowledge creation is multiplied when all of the above four forms of knowledge conversion are actively pursued and reflected against each other.

(Taken from: *Expert Opinion* <http://www.bpir.com/knowledge-creation-bpir.com/menu-id-72/expert-opinion.html>)

The four knowledge forums will all be involved in the embedding of international perspectives to the wider student and staff populations but of these four, the main focus of this particular knowledge exchange set is the third one, Combination. That is because the greatest benefit of the actions of this group will be the result of the pooling of concrete experiences from two Schools. The recommendations made can include the fourth forum, Internalisation since the while communicating experiences, staff members who have been carrying out courses, projects, and other educational activities in the past will almost certainly contribute their informal conclusions, hunches and observations at the same time. Please note that this proposal is not to create a management driven project group. The group will identify goals themselves and produce an advisory report for team leaders but the definition of the tasks and working methods must be their own. Voluntary participation is essential. We are convinced that there is sufficient enthusiasm in both Schools to make this possible.

What are the aims of the set?

To inventory the knowledge and experiences of good practices and pitfalls existing in both Schools and compare them with each other. This includes procedures, materials, courses, and ideas about internationalising the study programmes of both Schools. The results will be collected into a strategic plan advisory report linked to PI 2 of the Hanze policy on internationalisation. Areas of investigation could be the following but decisions on the exact aims will be made by the group.

For the knowledge exchange:

What are the similarities and differences in the answers to the following questions between School of MM and School of C&M?

- What does international programme (IP) staff (of C&M and MM) believe are the best aspects of their programmes? Specifically what are products and procedures that work well such as course descriptions, methods of group work, assessment methods, good practices in classroom interaction etc.?
- Which of those successful elements could be applied to the domestic stream and which cannot (both for C&M and MM)?
- What have been the most serious difficulties in implementing international educational elements into each of the Schools? How have those involved with those problems solved them (if they have been solved)?
- What would IP staff (of C&M and MM) like to change and in what order?
- What other suggestions do IP (of C&M and MM) staff has for extending the international perspective towards Dutch stream programmes and domestic students?

- What are the main obstacles for C&M and MM to extending international perspectives and educational elements at this time?
- What are the best examples of change processes from each School?

For the strategic advice:

- How should concrete performance indicators of each School be developed?
- How should tracking of progress towards achievement of these performance indicators be established?
- How can the knowledge of best practices/ successful experiences of the experienced staff be spread to other staff members?
- What are the pitfalls in terms of procedures that need to be avoided when extending international teaching perspectives to the domestic stream?
- What kinds of development support do staff need?
- What can the two Schools do more easily in tandem than on their own?
- What are the short term, mid-term and long term strategies that can lead to successfully extending the embedding of international perspectives into domestic stream programmes and the general environment?

Time Frame and method

The period of the knowledge sharing and inquiry would be from Week 13 (last week of March to week 22 (first week of June). This means about 10 actual weeks or 5 meetings.

Between these meetings members will undertake various activities to find out about aspects on internationalisation at their respective Schools, including interviewing teachers and students, reviewing teaching materials, etc. Members will then report to each other orally. After each meeting a summary of findings will be recorded.

After the first 3 meetings the tasks of writing the advisory report will be carried out by all members and collated by two designated editors, one from each School. The draft of the report will be sent to any staff member who contributed ideas for their comments.

Outcome: the joint advisory report can be presented at an end-of-year event that the teachers will arrange for their colleagues of the two Schools.

End Note

Nonaka is the most frequently cited source in the domain of knowledge management. With more than 1.300 references listed in the Social Sciences Citation Index his book is one of the most influential works on the field of knowledge management

Sources:

Beelen, J. (ed.).(2007). *Implementing Internationalisation at Home, Professional Development Series for International Educators*, Amsterdam, publication of the EAIE.

MacGill, I. & Beaty, L. (2001 second, revised edition). *Action Learning : a guide for professional, management, and educational development*, London, Kogan Page.

Nonaka, I. & Takeuchi, H. (1995). *The knowledge-creating company: how Japanese companies create the dynamics of innovation*, New York, Oxford University Press.

TASK 1: Below is a list of 8 arguments set out by Delft university, try to match each of them with a type of argument. For example no. 1 is a 'Presitge / Global competition' argument.

Some terms for types of argument that you *can* use are : Social/cultural; Ethical; Educational/Pedagogic; Financial/ Economic; Political; Demographic/Logistic; Technological; and Professional /Employability arguments.

TASK 2: Identify the rationale (s) that is/ are appropriate for CT and ABC.

Rationales for internationalising the curriculum (Uittreksel van de *Nota internationaliseringsbeleid TU Delft*, 1999 pagina's 6 en 7).

1. Het eerste argument, dat overigens moeilijk te kwantificeren is, is gebaseerd op het feit dat we groeien naar een mondiale samenleving. Gekoppeld aan de wens om van de TU Delft een internationaal vooraanstaande universiteit te maken, betekent dit dat de universiteit op wereldschaal moet opereren en op die schaal zichtbaar moet zijn. Alleen een internationalisering van ons onderwijs en onderzoek maakt dit mogelijk.
2. De kwaliteit van de TU Delft opleidingen kan worden verhoogd door het tijdelijk verblijf van onze studenten en docenten bij buitenlandse universiteiten en door het (tijdelijk) aantrekken van buitenlandse onderzoekers, docenten en studenten.
3. Een internationale ervaring door middel van een buitenlandse stage of studieverblijf, maar ook de internationale dimensie van het eigen curriculum draagt bij aan een horizonverbreding van de studenten. Samenwerken in een multicultureel teamverband vereist aanpassing, integratie, talenkennis en een flexibele instelling. Het geeft de studenten daardoor een betere voorbereiding op hun toekomstige werkklimaat waar zij veelal zullen moeten concurreren op een internationale arbeidsmarkt.
4. Onderzoek op technologisch gebied is bij uitstek een internationale aangelegenheid en daardoor is het onderzoek aan de TU Delft gebaat met een voortdurende uitwisseling van buitenlandse onderzoekers.
5. Het zal waarschijnlijk steeds lastiger worden om uit de Nederlandse studenten voldoende promovendi van goede kwaliteit te rekruteren. Het zal derhalve voor het Delftse onderzoek weleens noodzakelijk kunnen zijn om een grote instroom van buitenlandse PhD. Studenten te hebben.
6. De groei van de internationale arbeidsmarkt zal van toenemende invloed zijn op de loopbaanplanning van de Delftse afgestudeerden; de TU Delft moet haar studenten dus voorbereiden op een internationale loopbaan en moet de studenten al tijdens de studie een internationale oriëntatie bijbrengen.
7. Politieke verschuivingen hebben geleid tot vervaging van de verschillen tussen de eerste, tweed een derde wereld. Voormalige begrippen ten aanzien van ontwikkelingssamenwerking zijn daardoor verouderd. Dit leidt tot een herbezinning van de rol, verantwoordelijkheid en het belang van TU Delft ten opzichte van instellingen in minder ontwikkelde gebieden, waarbij het accent van de samenwerking ligt op het gebied van de ondersteuning in kwaliteit verhogende processen.
8. Als laatste argument kan worden gedacht aan het compenseren van teruglopende studenten aantallen door meer buitenlandse studenten aan te trekken. Op deze wijze kan de TU Delft voorkomen dat zij als organisatie dient in te krimpen.

(used in interventions 3a and 3b)

Discussion Session Strategies (used in intervention 3a)

The aim of this session is to make strategic decisions

Let's agree, if we can, on our stance and direction for internationalisation within the curriculum of the third year. Let's make choices and establish priorities

Strategies :

Within the courses themselves, can we agree that every course developer uses at least some of the following strategies in a manner that is explicit for students? Mark an A if you agree, a D if you disagree and N/A if you think it does not apply to you.

_____ Include analysis of international case studies as part of block assignments.

_____ Use international reading materials such as journals, text-books, conference proceedings

_____ Explore comparative professional practices

_____ Address environmental, social or cultural issues in course content when appropriate.

_____ Include lectures / presentations from guest lecturers, using their international experience; these could be existing academic staff with overseas experience.

_____ Use the experiences of international students as a tool to inform learning of all students in the course / class.

_____ Compose the membership of groups strategically so that people from different backgrounds can complement each other.

_____ Include some tasks in larger projects that the foreign students are sure to be able to excel at or that can only be completed with input from foreign students background knowledge.

Other?

Instruction:

Prepare the pair conversation

Find a partner, someone you do not know if possible.

By yourself, answer the following questions with a one word answer. If necessary use a short two or three word phrase but try to keep to a single word answer. Use the separate answer sheet provided. Do not let your partner see the questions. Your partner has a different set of questions.

Pass your answer sheet to your partner. He/she will pass you their answer sheet.

Carry out the conversation

First exchange names and places of work, that is get a bit of bio-data.

Then, one of you should try to guess what the question was, for each of the single word answers. If you are the person who is guessing try only two or three guesses, after that your partner should just tell you what the question was. This is not a competition or game, the questions are a trigger to a conversation.

Thus, the questions and the answers given should provide you with a chance to get acquainted a bit. So take the time to expand on the answers. Ask why your partner gave the answer given or tell your partner what you would have answered to the same question. Asking why an answer was given will be the best way to get the conversation going, I think.

After one of you has been the guesser, you should switch roles and the other person should guess.

After the conversation

You will be asked to introduce your partner to the group. If you need to make a few notes. Try to synthesize the answers, picking out highlights. Your partner will have to introduce you in turn.

Teacher A Questions

1. What is the first name of the most important non-Dutch person in your life?
2. What country has the best cuisine in your experience?
3. How many different languages do you speak?
4. Which country's educational system do you admire most?
5. Which international newspaper, TV or radio station do you read, watch or listen to most often?

Teacher B Questions

1. How many foreign countries have you visited?
2. Where did you have a great or a terrible intercultural experience? (you can add the preposition "In" in front of your answer).
3. If an international lector must be selected for your School what country or cultural would probably provide the best candidates?
4. What culture or country do your favourite international students come from?
5. What word describes, rather accurately, a specific, typical Dutch character trait?

Session record (designed for iteration two)

Recorder's name:

Session no.:

What were the aims :

What were the exercises and actions during the session:

What were the discussion topics:

What were the reading texts:

What were the self -study tasks:

Summary and reflections:

Homework : (estimated time : 2 hours)

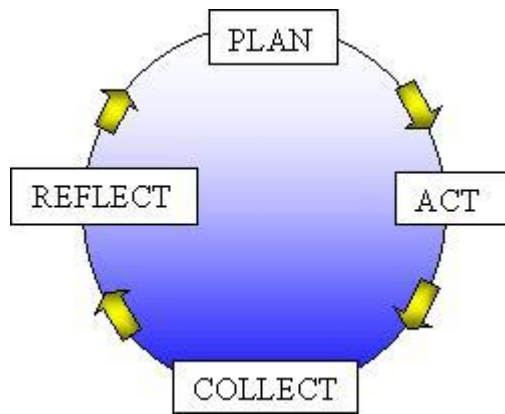
Content tasks

*Reading tasks

Orientation tasks

THE ACTION RESEARCH CYCLE

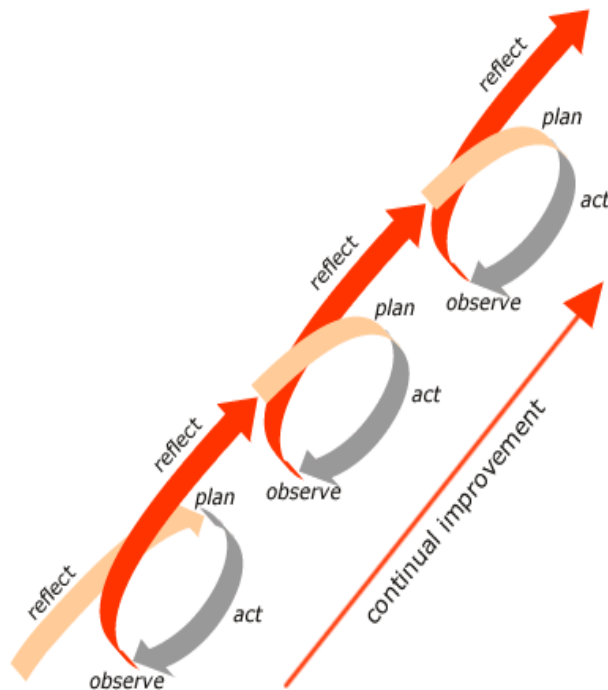
There are four basic steps in the action research cycle:-Plan, act, observe/collect, reflect/review.



Action Research is a form of inquiry conducted by researchers who wish to inform and improve:

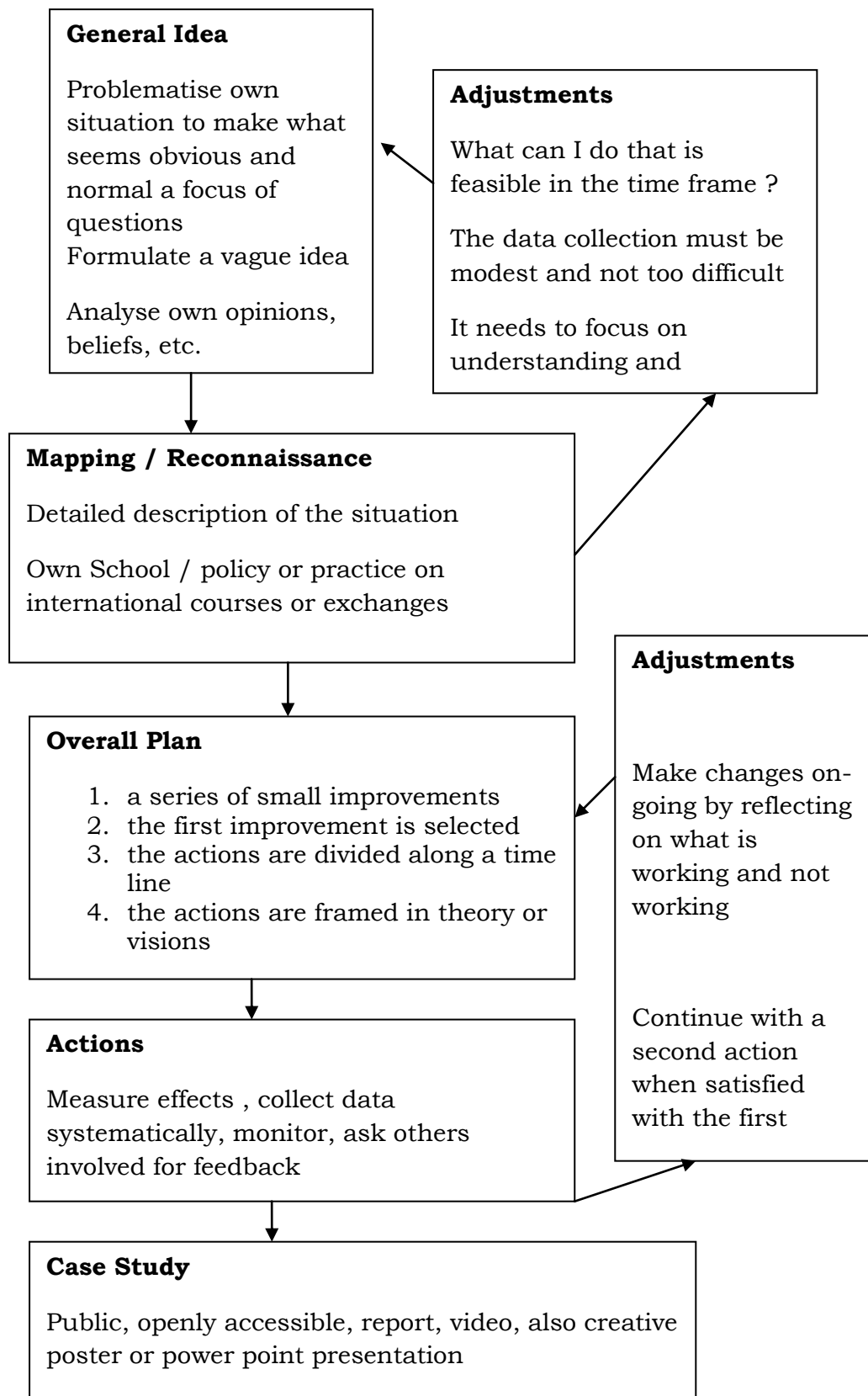
- Their practice.
- Their understanding and decision-making in their practice.
- The effect of their practice on the research.

These steps are repeated in sequence as work progresses, creating an upward spiral of improving practice.



<http://education.qld.gov.au/students/advocacy/equity/gender-sch/action/action-cycle.html>

A model of action research for
TIP projects based on Petra Ponte 2005



Some Questions to help self-steering

1. Design - What constructions/visions do I have and how do these relate to the views / visions of others?
2. Proof - How do I know that my perspective on my actions / interactions with students and colleagues are correct and how do I know that the actions taken are effective?
3. Interpretations/ clarification – What do the data tell me about the changing situation, i.e. about the actions I need to change in relation to students and colleagues and how do the data link up to each other?
4. Dialogue - How do I get colleagues / students and others involved in my planning, execution, evaluation of activities?
5. Improvements – Why do I think or believe that a change is an improvement and for whom is it an improvement?
6. Ethics – Is what I want to do ethically responsible, and if not, what can I do about it?

Questions for Logbook entries – Ways of organising reflection

1. What is the current focus of my action research? Write a one page summary.
2. What concrete measures/activities/ actions. Have I taken in the past week (or weeks etc.) to bring my research further?
3. What have I actually achieved? Make a list with bullet points.
4. Which questions or problems have I had in the past week (etc.) in carrying out my action research and what will I put on the agenda of next discussion with my critical friends / TIP group? Set out a series of questions here.

Based on P. Ponte 2005: 94 / 95.

Critical Friends Circle (based on Golby & Appleby)

Aim

It is expected that you regularly discuss your action research with a circle of critical friends. The aim is to clarify the situation, problems, methods, etc. in a critical manner. This is best done in a group of three to six people.

At each meeting one person presents and the rest of the members ask questions in order to:

- Get a good overall grasp of what has been presented
- Identify the core issue concerning what has been presented

Both of these should make it possible for the researcher to decide how to carry on from that point.

Three rules of a critical circle

1. Only questions are posed, in other words, no comparable or similar experiences are offered. This is to ensure that the group stays focussed on the methods, ideas, situation, problems etc. of the presenter.
2. Judgemental comments are not made, not even in the form of questions. This rule ensures that the presenter does not feel compelled to defend himself/herself.
3. Solutions are not offered. This is to prevent replacing the struggle to gain greater insight into the problem with the much easier offering of recipes.

Guidelines for the types of questions that can be asked in a critical friends circle

Questions can be asked concerning events, incidents, examples, experiences, etc. in order to better describe or illustrate what has been presented.

Questions concerning motivation, goals, strategic or tactical thinking etc. can be asked by probing into the background of the situation, the problem, methods etc.

Questions can be asked concerning the role of other possibly relevant or significant factors that could be involved in the analysis and understanding of what has been presented such as other people, contexts, literature etc.

Supporting friends circle : we can help each other further by

1. modelling: showing each other how something can be done
2. informing: giving each other tips, advice, suggestions,
3. encouraging: stimulating each other to carry on when times are rough, recognising that action research is not easy and valuing each other's contributions and efforts
4. sharing: open exchange of experiences (Ponte: 2005: page 96)

Sources: Golby, M. & Appleby, R. (1995). Reflective practice through critical friendships: some possibilities, *Cambridge Journal of Education* 25 (2) 149 – 160.

Ponte, P.(2005).Het heft in eigen handen: actieonderzoek door docenten, in Boog, B., Slagter, M. Jacobs-Moonen, I., & Meijering, F. (eds.) *Focus op action research*, Assen, Koninklijke van Gorcum.

Activity Time-Line

Action Researcher Activities	Time-Table
Use links on BB, read several tutorials and guides Prepare a general idea	
Do situation analysis including initial collection of documents, surveys, interviews Present your general idea to the group	
Prepare your Problem formulation/statement and research questions discuss with group Prepare list of actions for improvement	
Conduct Action Research, collect data, write drafts of study, meet with team monthly Be ready to participate with progress report presentations of your Journal to reflect on your participation in the action research process (personal challenges, and successes, insights, feelings, transformations, etc.).	
Attend and present at a study day Complete written study and submit with abstract for possible posting on Internet.	
Incorporating an international dimension in a course or module Sample Activities	
<i>Orientation</i> Guiding Questions: Describe how and why your problem was selected Why was this problem important to you?	
<i>Mapping/Reconnaissance</i> Guiding Questions: What is the problem definition? What are the research questions? What does the literature you have seen so far say that is helpful ?	

<p><i>Action Plan</i> Guiding Questions</p> <p>What concrete actions are you going to take ?</p> <p>What types of data will be collected?</p> <p>How are you going to record the outcomes of actions ?</p> <p>Discuss qualitative and quantitative data collected ,Triangulation of Sources etc.</p> <p>Share Journal entries/ reflection</p>	
<p><i>Action cycle 1</i> Guiding Question: What baseline data on your issue was collected and what did you find?</p> <ul style="list-style-type: none"> • Share Data Collection and Analysis 	
<p><i>Adjustment</i> Guiding Question: Based on the data that you are collecting, what changes in your teaching practice and in the learning environment do you see yourself making?</p> <p>Identify ways to fine tune</p> <p>Share Journal entries/ reflection</p>	
<p><i>Action Cycle 2 Plan</i> Guiding Question: Has your question changed? If yes, describe why and what is the revised question?</p> <ul style="list-style-type: none"> • Update on project status <p>o Cause and Effect Fishbone Diagram</p> <p>Write case study first draft</p>	

Action Research Case Study Guidelines

First Draft

- What is your Question/Title of your study?
- _ Describe your classroom, students, and yourself as the context, setting, or background of the study.
- _ Describe how and why the problem was selected? Why was this problem important to you?
- _ How was the problem you are addressing identified and validated?
- _ What do you need or want to know about the problem?
- _ How did your literature searches contribute to your study?
- _ What baseline data on student performance was collected and what did you find?
- _ How do the instruments and methods you plan to use for data collection measure what they claim to?
- _ Describe your data collection plan include your systematic approach of collecting multiple sources of data and the time to reflect upon what you are discovering.
- _ What is the goal for improvement?

Once you have written a first draft you can update it

- _ Has your question changed? If yes, describe why and what is the revised question?
- _ How was the identified solution implemented?
- _ Describe the strategies you selected to implement and why?
- _ What data did you gather and how did you gather it?
- _ Who was involved in data collection?
- _ How did your collaborative group contribute to your learning?
- _ How are you using outside resources to inform you about optimum student learning and teaching practices?
- _ What actions have you taken or changes have you made in your teaching practice and in the learning environment as a result of your ongoing discoveries?
- _ What are you learning about student performance, teaching practice and your classroom?

You can make a second update if you think it necessary

- Has your question changed? If yes, describe why and what is the revised question?
- _ How have you analyzed and interpret your data?
- _ Describe the conclusions from your data regarding student performance/ teacher practice/learning environment.
- _ Explain the reliability and validity of the data you have collected.
- _ What Impact has the Action Research study had on your students?
- _ What Impact could the Action Research study have on your teaching in the future?
- _ Describe the changes in student performance that you have noticed as a result of changes you made in your teaching practices or in the learning environment.
- _ What are your next steps in your study?

A final fourth draft (if you make one) as final version

- What changes were made in your instructional practices, and how did those changes impact student performance?
- _ What have you learned from the data about student learning, the learning environment, and instructional strategies?
- _ Reflect on your involvement with the action research process. What have you learned about the process and about your practice.
- _ Based on the analysis of your study, describe connections to your initial literature findings

Design Materials of the TIP

TIP PROTOTYPE 1.0

Overview TIPP in table of contents of participants file

A three track approach

TRACK One English language skills for professional communication

Group work 1 to 1.5 hours weekly with approx. 45 minutes homework using Market Leader or other ESL texts or the Teacher's Materials Bank

Individual /independent study using diagnostics and SMART plan and mini programmes of 6 to 10 hours for reading, writing listening etc. (on Blackboard) OR OUUK self-study course (link is on BB)

TRACK TWO Enquiry for Expertise Group for the implementation of international /intercultural teaching

Informative and Explorative actions such as visits to other uni's, like U of Twente, invited speakers, reading circle once a month if possible otherwise once every six weeks

Networking activities such as making a newsletter of our activities and discoveries having a wine and cheese get together with interested parties/ key players in the Internationalisation of any of the curricula at the university perhaps two times over a semester

TRACK THREE Action learning through an individual project

1. Identify the general idea: find an issue that can be dealt with in a few weeks find something specific that you want to improve about your teaching internationally
2. Mapping reconnaissance: consult sources, analyse the situation, check with others, i.e. students, colleagues, outside sources
3. Overall plan: identify concrete action to improve the situation
4. Action: try out the actions. (the last weeks of block 3 or first weeks of block four : make adjustments if possible and needed and record results
5. Draw conclusions in a case study (draft version in July) including new actions that can build on the first cycle

You will keep a diary / notebook reflecting on the processes and actions as you go through them. You can change and adapt as you go along. Twice a month we, as a group, will report on projects to get feedback and brainstorm ideas together.

Round One - Diagnostic-phase

Self-evaluation & observation activities, culminating in a study agreement on the learning route for the next 20 weeks, or a decision not to continue (go /no go moment).

Round Two- The first eight weeks of study

A combination of activities lasting one study block of ten weeks including:

Five or six weeks of small group English language sessions to practice speaking for and about classroom interaction

Two to three workshops on didactic/ intercultural skills for international teaching

A parallel self- study mini-programme of 90 minutes per week targeted at improvements in the areas

Round Three – seven weeks of study

The same structure of activities will be continued in the following study block.

Time Frame and Time investment

The programme will use your PDP hours. We estimate an investment of roughly 30 to 40 hours over the entire 15 week period of 2007 – 2008. *The action research project*

Your action improving projects will be rounded off by a case study of their findings

TIP prototype 1.0 cont.

Domains	Intended Learning Outcomes – ILOs& associated activities	Materials linked to ILOs /TIPP Course File contents
<p><u>Overarching topic:</u> <u>Internationalisation of the Curriculum</u> Readings on the impact of internationalisation on teachers' work including policy statements and selected articles.</p> <p><u>Domain A) English language skills for international teaching,</u> which included both group and independent learning materials and tasks, using both thematic lessons from a commercial Business English book & 'homemade' materials</p> <p><u>Domain B) Communication skills for international / intercultural teaching</u> which included several commercially produced workshop sessions on cross-cultural training</p> <p><u>Domain C) Action learning about issues of teaching /learning/ assessment through an individual research project</u> which included a HERDSA* booklet with description and examples of university teachers AR and AL projects as well as several Teacher -AR websites *Higher Education Research and Development Australia</p>	<p>1.assess individual learning needs for English, make SMART learning plans and carry out selected mini learning projects of 3 to 5 hours for targeted English language skill</p> <p>2.share knowledge of internationalisation practices, linking their own and their fellow participants' classroom experiences to theories and best practices in international education</p> <p>3.be more confident in using English language skills in speaking and writing, especially focussed on language for problem solving and change processes in the context of internationalisation of their work</p> <p>4.describe the intercultural sensitivity needed to carry out teaching with international students based on critical cases and intercultural theories and link this to their own experiences</p> <p>5.describe and evaluate from their own perspective , policy and other documents about the internationalisation of the curricula from the NUAS</p> <p>6.carry out a mini teacher action research project, using templates and models and share this with other participants and subsequently with colleagues or other interested stakeholders outside the pilot group</p>	<p>For ILO 1. three mini-independent learning projects for specific skills in English such as reading, grammar and listening. Further several self assessment evaluation forms were included for English language skills, intercultural awareness, and international teaching competencies. The self assessment tasks were included in the Course File.</p> <p>For ILO 2 a range of research articles and essay by university teachers and researchers on issues surrounding internationalisation and its impacts on teachers work were collected into a reading portfolio.</p> <p>For ILO 3 the home made English language learning materials were collected in a ' Teachers' English Resources Bank' of more than 75 pages. This materials bank was not included in the Course File but was available on request. Further the commercially produced relevant lessons were photocopied and collected into the Course File.</p> <p>For ILO 4 the core materials for intercultural training were the commercially produces examples already identified. There were included in the Course File.</p> <p>For ILO 5 three policy documents were selected and included in the Course File.</p> <p>For ILO 6 along with the HERDSA* booklet and websites, several templates adapted from Action research articles were included in the participants Course File.</p>

TIP PROTOTYPE 2.0

30 week programme

Weeks	Domain focus	Portfolio/diary /Homework /Reflection	Diverse activities
1 –3 3	Trainer selected orientation activities Decide on next domain focus	Various homework tasks and 3 log entries & log summary	Intake Interviews with coaches, facilitators
4 - 6 6	Domain 1 , 2 or 3 Materials from data bank 20 minutes set aside each week to report on AR Decide on next domain focus	Assigned tasks from domain and 3 log entries & log summary Action Research (AR) diary reflections	Start orientation to individual AR> Identify the general idea : find an issue that can be dealt with in a few weeks find something specific that you want to improve about your teaching internationally
7 – 9 9	Domain 1 , 2 or 3 Materials from data bank 20 minutes set aside each week to report on AR Decide on next domain focus	Assigned tasks from domain and 3 log entries & log summary Visit a university, see a film or go to a lecture AR diary reflections	AR > Mapping reconnaissance: consult sources, analyse the situation, check with others, i.e. students, colleagues, outside sources
10 – 12 12	Domain 1, 2 or 3 Materials from data bank 20 minutes set aside each week to report on AR Decide on next domain focus	Assigned tasks from domain and 3 log entries & log summary AR diary reflections	AR> Overall plan: identify concrete action to improve the situation, start making any materials needed to carry it out
13- 16	Domain 1 , 2 or 3 Materials from data bank /20 minutes set aside each week to report on AR	Assigned tasks from domain 3 log entries & log summary AR diary reflections	Present plan to group and start taking actions
17 – 21	Action Research findings (ARF) shared with members	AR diary reflections of how the actions are working out, plan changes Portfolio of learning outcomes mini programme	On going actions , make adjustments as you go along, report these to the group Self study mini programme for language or cultural issues
21 – 28	ARF shared with members Networking activities such as making a newsletter of our activities and discoveries having a wine and cheese get together with interested parties/ key players in Internationalisation at the university	AR diary reflections Newsletter	Self study mini programme for language or cultural issues Complete cycle of actions according to plan and evaluate effectiveness / start drafting case study report
28 –30	Present drafts of case study reports to members	AR diary reflections	Continue working on case present findings
Post group sessions	Incorporate member's and students' feedback in final version of case study	Present your case to a wider public , colleagues, conference etc. Publish if possible	Draw conclusions in a case study including new actions that can build on the first cycle

The TIP will be organised in 3 week blocks.

The TIP will use segments of three weeks as a time frame for focussing on a particular topic area. The first three weeks will be a 'trainer dominated' block with fixed activities to develop the group dynamic. After that the group will choose to spend three weeks, on one of the following domains:

Domain 1 English language speaking & writing skills for teaching & research

Domain 2 Intercultural competencies for interaction with foreign students and colleagues such as facilitating effective group work

Domain 3 International didactic skills such as tutorial design or approaches to assessment

All these domains will combine "conventional" study tasks with action learning. The facilitators will provide content input, activities and coaching on the chosen domain. This is their responsibility.

How will the 3 week time frame operate?

For example, your group could decide to spend three weeks on domain two, Intercultural competence, and ask the facilitators to provide tasks and readings about it. They will send input and assignments via email before the next session. After every session you will write a short learning log of what you personally have gotten out of the discussions, reading, activities, etc.. This forms the log entry for that week. Every three weeks members will share what they have learnt by presenting a summary of the log entries in a one page, informal, learner report. After the learner reports have been presented, the group can decide either to continue with the current domain (in this case number two) for another three weeks or to switch the focus to either domain one or three for the following three weeks. This structure should be maintained for the first 15 weeks of the 30 week programme. After week 16 as the action research projects take on a more concrete form, sessions will be devoted to turn taking, where individuals explain how they are getting on with their research and get support and ideas from the rest of the group. If possible your action research will be linked to work that you are (partly) responsible for in team projects or study programmes.

Materials

Hard copy - Each TIP member will receive a large file with tab- dividers. The divisions include : Tab 1 : Course information - Tab 2: Internationalisation - Tab 3: Intercultural competence & communication – Tab 4 : English for T & R – Tab 5: International Didactic Skills - Tab 6: Learning Logs – Tab 7: English Self Study – Tab 8: Action Research Reader – Tab 9: Action Research Diary – Tab 10: Project Plans & Outcomes - Tab 11: Misc. A minimum number of hard copy documents for these topic areas will be provided at the start. In addition, there will be a shelf with interesting DVDs, CDs, books and journals at the Centre for Languages and Cultures.

Digital- Electronic versions of most of the source materials presented during the TIP sessions are in the data bank of the TIP blackboard site. Many more materials are available there as well. It also, of course, has a forum space for teachers to interact between "face to face" meetings. All participants will be registered as instructor so that they can contribute documents.

A note on Domain 1 English levels of members will of course differ. Therefore, each TIPper will have an intake interview with an English language instructor to draw up a set of goals for personal language improvement that is distinct for classroom language. This will take place between Weeks 1 and 5 of the programme.

A note on domain 2 The domain of intercultural competence for teaching is a very rich source of personal as well as professional satisfaction. The Intercultural competence and Communication Centre (IC3) offers part of the TIP. Trainers from the Centre will give workshops and provide coaching on request whenever possible. Informal (inter) cultural activities will be organised at various times throughout the year.

TIP template with 2 components

Course map of the TIP Component One -The timing and balancing of the elements will be selected on how they best integrate content, skills and practice under the umbrella topic of international teaching for each group. In general, TIP A is meant for anyone who has organizational duties regarding internationalization (either instead of or in addition to teaching duties). TIP A can have a combined practice-oriented research as second component. TIP A is conceptually deeper than TIP B.

TIP B is a follow up of Classroom English, it is shorter than TIP A. TIP B is almost exclusively focused on teachers who have only teaching duties in international classrooms. TIP B does not include the second component.

There will be more focus on language in TIP B than in TIP A.

Themes /Issues/ Trends / models of IoC / Internationalisation @ Home	Skills / for English and Intercultural competences and communication exercises	Consequential transitions/ embedding in own practices
Theme 1 : WHY questions Expert definitions of International /Intercultural aspects of Higher Education University policy defined/rationales/strategies for implementation - curriculum issues - what does IoC mean to us?	Defining terms and concepts in English / ICC definitions of culture : exercises Dutch classics/ advanced writing (I)LOs : active verbs and descriptor terms for learning outcomes,	TIPA – analysis of School documents for definitions / own model s etc. TIP B - teachers bring own important theory texts to explore how to deal with vocabulary and reading comprehension and tips on techniques and instructional language
Processes of Intercultural learning Change processes in departments / Schools I@H what is our ambition?	English for describing processes in disciplines, explaining models theories etc. exercises on ICC development as a process (f.e.IDI) nexus of culture / language Intercultural dimensions & principles of teaching/ learning	TIP A - inventory of ICC in own School: mapping and proposals how to bring about changes? TIP B – teachers give mini lectures on a model and have three ways to explain it and check if sts have understood,
Theme 2: WHO questions Stakeholders perspectives 1 The Home and the international Student The teacher	Language of discussion and project work / instructional procedures ICC exercises on learning and teaching styles - How do student learn? What do sts want to learn about intercultural competence? Getting into the shoes of another	TIP A - exploration of the role of students in the implementation and the roles of teachers in own School TIP B - examples of projects instruction, BLAs etc. Presented and improved for language and intercultural aspects; including getting sts feedback
Stakeholders perspectives 2 The professional field Academic counterparts Management	English for management : vocabulary of leadership in HE and in the professions - ICC exercises on corporate culture i.e. Hofstede, Mole Trompenaars etc.	TIP A - What does IoC mean to a? analysis of these stakeholders' views and TIP participants reactions TIP B - integrating a model or approach from a different national/ cultural direction into a course specification
Theme 3: WHAT & HOW questions Typical Challenges / difficulties Internships / Gas, assessment and feedback issues Discipline expansion/ Group work/ interaction	English for Sit/pro/sol ICC for conflict management/ group dynamics /Communicating during problems and reflecting afterwards – language of feedback & assessment criteria	TIP A – presentation of actual cases with internships etc. Suggestions on how to solve them TIP B - presentation of cases with problems identification of ways to handle these in future

Component Two – practitioner research

The practice oriented research will be participant driven. The facilitator(s) will support the process in every way but will not dominate the activities. The group will act as a democratic learning community. Projects with research can include student participants. Also extracurricular activities such as attending lectures in English or going on bench marking visits will take place. Transparency: Intended learning outcomes, potential products for evaluation and evaluation methods:

1. assess individual learning needs for English, make SMART learning plans and carry out selected mini learning projects of 3 to 5 hours for targeted English language skill
2. share knowledge of internationalisation practices, linking their own and their fellow participants' classroom experiences to theories and best practices in international education
3. be more confident in using English language skills in speaking and writing, especially focussed on language for problem solving and change processes in the context of internationalisation of their work
4. describe the intercultural sensitivity needed to carry out teaching with international students based on critical cases and intercultural theories and link this to their own experiences
5. describe and evaluate from their own perspective, policy and other documents about the internationalisation of the curricula from the university
6. carry out a mini teacher action research project, using templates and models and share this with other participants and subsequently with colleagues or other interested stakeholders outside the pilot group

V. Intended Learning Outcomes

The competencies needed for an excellent university teacher in international classrooms have been identified. As part of the TIP individual participants will choose a competency area directly related to their own teaching and do an action learning investigation into it. This investigation will link the TIP to daily workplace activities. Participants will keep a record of plans, actions, feedback and reflection resulting in a mini-case study and perhaps revised teaching materials.

Intended Learning Outcomes

International orientation goals- by the end of the programme participants should:

- *have an insight into the complexities of implementing international elements into the Curricula and international education @ Home*
- *become familiar with the best practices of IoC*
- *have carried out an action research project on an aspect of IoC*

Language goals - by the end of the programme participants should:

- *have improved writing skills*
- *have improved skills in an area of individual choice*
- *be able to scan and proofread own tests and study guides*
- *have an insight into individual patterns of error*

Intercultural goals - by the end of the programme participants should:

- *have an insight into and be able to reflect on the cultural baggage of Dutch teachers*
- *understand the cultural context(s) more explicitly*
- *have an insight into the IC aspects of teaching/learning materials*

Practitioner goals- by the end of the programme participants should

- *be able to interact more confidently with international groups*
- *be able to advise your school on strategically incorporating IC and international elements into the curriculum*
- *be able to reflect on professional competences for international teaching*
- *be able to identify competence areas to work on in future*
- *be able to share improved teaching materials*

Localisation/ translation check list (based on Trowler in Bamber et al, (2009 p. 144 -16) Knight (2001, p. 377) and Eraut (2004)

1. Describe the key elements of the existing programme or intervention

- Aims & Goals
- Intended outcomes (when applicable & agreed)
- Design (process and structures)
- Types of assessment, evaluation or monitoring
- Activities
- Tools and resources

2. Profile the local context in which the intervention will be used

Consider elements in the learning environment - not all need to be filled in

- Main tasks (History behind tasks; Long term / short term; Individual /group)
- Current challenges / issues of concern or interest ; Level of urgency
- Incentives
- Interactions (who does what..in what way... how often... Frequency of contacts; communication flows; physical proximity ; Types of interactions)
- Discourses
- Practices (including traditions, routines, taken-for-granted understandings etc. systems like)
- Patterns of Power (who carries responsibility for what? Style of leadership)
- Resources (tools, funding , technologies and artefacts, workload and other work conditions)
- Roles of members (if applicable)
- Values/ ideologies (if discoverable)
- Key facilitating factors
- Key potential obstacles

3. Predict possible paths of implementation: Identify ways the programme might be refracted or domesticated in this context

Try to imagine from the perspective of the people working in this context how they might 'bend' the programme's path to suit their needs and interests. What would they spend more energy on? What might they skip over?

4. Identify changes to the programme to make it a better fit with the environment (alternatively or in addition: consider the possibility of changing the environment towards a better fit with the programme

Concept for TIP 3.0

Proposal for professional development in Schools during curriculum reform projects

Introduction

In this academic year the team will be developing the curriculum of.....inareas

The new frameworks need to be completed by and the actual programme development, i.e. block assignments, project and study guides etc. should be finished by..... This is a time of opportunity, because you have created a space to consider the direction of the programmes. Also, there is room to consider potential problems and their solutions as well as new benefits for the students, teachers and other stakeholders. I would like to offer two types of support, each linked to a different phase or aspect of the goals of this year.

Phase One will begin in- In this phase I would assist you by conducting a series of sessions that combine discussion with exercises, reading and presentations. The issues we can cover can be framed as themes . It will end in late January, around the time that you need to submit your programme specifications.

Theme 1 International perspective : meanings (the Why questions)

What does “integrating an international perspective” into our curricula mean to us? The CvB has set out a policy and some PIs but how do we make sense of these in our context? What should our ambition level be? What aims do we have for the graduates of ABC in this regard? What can we learn from the experiences of others, if anything?

Theme 2 Stakeholders (the Who questions)

1.1 The professional field

What does it mean to employers to have graduates who have an international perspective? What about end users or clients?

1.2 The international student

The presence of international students in the ABC programme is not in doubt. They will keep coming to participate in the third year. But what does it mean for us to have them here? What are some typical problems of these students?

1.3 Educational benefit of the combination for all students

What can the international students offer the domestic students that enriches them? What can the Dutch students and teachers best offer them?

2.4 The dual track students

What role can or should international elements play in the curriculum of the dual track study programme, if any?

Theme 3 Outcomes: How can we get better results from our actions? (the What & How questions)

What has worked well up to now that we can build on and what has not worked well enough?

3.1 Implications for curriculum materials :Design and delivery challenges

What difficult choices are we facing in terms of the design of the modules?

Should we try to include both international and intercultural aspects into most projects (‘infusion’ model) or should they be set apart and offered in independent courses (‘add on’ model) or is there a third approach?

How are the disciplines enriched? i.e. Hydraulic engineering – comparative, historical models, Li Bing & Cornelius Lely or critical cases where cultural issues are a factor - Narmada River dams as sights of struggle?

3.2 Implications for teaching procedures : practical challenges

What are some typical teaching problems for lecturers/ coaches ?ⁱ

What are good practices in teaching in a cross cultural context?

Phase Two will begin 3 months later It will consist of individual meetings, classroom observation, and group ‘action learning’ sessions in order to: 1. Tailor the support to each of your specific needs and interests and 2. Link the learning to your practice.

Possible set books:

Carroll, J. & Ryan, J. (eds.) (2005). *Teaching international students: improving learning for all*, The Staff and Educational Development Series – SEDA, London, Routledge, Francis & Taylor Group –

McCarthy, M. & O'Dell, F. (2008). *Academic Vocabulary in Use*, Cambridge, Cambridge University Press.

McGill, I. & Beaty L. (2001). *Action learning: a guide for professional, management & educational development*, second revised edition, London, Kogan Page.

Utley, D. (2004). *Intercultural Resource Pack : Intercultural communication resources for language teachers*, Cambridge, Cambridge University Press.

End Note:

¹ Students reported

- having problems with language in relation to the workload and the assignments
- their need for greater support from lecturers
- lack of clarity in lectures (see also Mulligan and Kirkpatrick, 2000) and assessment criteria; and
- an apparent lack of understanding by lecturers of the students' educational backgrounds.

The academic staff also perceived the following as problem areas in relation to teaching international students as well as the domestic ones:

- speed of lecturing
- lack of critical thinking
- concept of multiple answers being acceptable
- written language skills
- spoken language and comprehension
- taking responsibility for their own learning
- dependence on rote learning,
- reluctance to participate, and
- understanding of technical language. (Soliman, 2001, pp. 9 /10).

Suggested programme for 3A and 3B

Session numbers	PHASE ONE mid- October to late January
Theme 1 – Meanings	<ul style="list-style-type: none">- Rationales of internationalising the curriculum (the Why of internationalisation)- Approaches to the role of int. Elements/ perspectives (Activity Approach, Rationale Approach, Competency Approach, Process Approach)- Defining International perspectives that students need to have- Defining intercultural learning / competence : explorative and modest- What mindset and skillset do our students need?- University wide definitions- / vs ? ABC definitions-
Sessions 1, 2, 3 Skills & Activities	Practising language of definitions in English (oral & written genres of defining) presentation skills (CE+ ¹) Assigned Reading, making a concept – web Plenary Discussion: What can we agree on? Collaborative definitions.
Assignments	Individual presentations of reading : What are the main points of the articles you were assigned? Do you agree? How could these ideas help you to build your own definitions, rationales, approaches
Second week after the start	individual intake interviews (special needs)
Theme 2 - Stakeholders	Learning to see the world through the eyes of others

	<p>External The employer, the end user, the academic counterparts in other countries, the international student, the domestic student. What perspectives do they have? What rationales are linked to them?</p> <p>Internal : foreign and domestic students</p>
<p>Session s 4 & 5</p> <p>Activities & skills</p>	<p>Creating a stakeholder portrait and presenting it to the group for content and language feedback</p> <p>English Functions : Exercises in descriptive/ narrative / speaking or writing/ CE+ Intercultural exercises :</p> <p>Background Readings on culture in the workplace and students' cultural baggage</p>
Assignment	Individual presentations of a stakeholder with feedback
Theme 3 – teaching practice : curriculum planning - teaching procedures / problems and tips	<p>Problem solving 1 strategies & issues of content and design</p> <p>Programmes need to reflect agreements on the inclusion of international and intercultural aspects</p>
<p>Session 6 & 7</p> <p>Activities</p>	mind mapping, start on a programme or project specification, sharing experiences of good projects - troubleshoot potential pitfalls – peer editing - micro teaching/ CE+
Assignment	Write your programme or course plan/ specification and present it to your peers
Calendar Week 5 to 23 plus	PHASE TWO Focus on practice alternating individual and group meetings - Integrating action learning with own projects
Weeks 5 – 7	<p>Individual meetings for feedback on written products and to identify independent learning goals</p> <p>Reflections, evaluations etc. of phase 1</p> <p>Could identify action learning aspects of an on-going project</p>
<p>Week 8</p> <p>8 to 12 Feb. 2010</p>	Group plenary as action learning 'set' defining "Where are we at? What are our next steps? "
Weeks 9 – 12	Classroom observation and feedback
Week 14	Group action learning set: reflection on phase 1 what needs to be done still? What needs repeating?
Weeks 15	Individual consultations on products, issues or project
Week 16 , 17	English follow up session (?s) assessment and testing
Weeks 18 – 23	Small group and individual language support / consultation on projects and teaching materials, action learning set winds down.

¹ CE+ is a symbol for exercises and guides for classroom English including among others:

- Confirming (checking for understanding) & Encouraging (including praising & correcting)
- Lecturing language tips
- Giving multiple examples
- Giving instructions
- Rephrasing & repeating
- Word stress
- Question forms : checking and challenging
- Giving oral feedback in class & individually
- Organising a class discussion
- Intervening in problem situations in groups
- Organisational formats for written work

- Developing academic & thinking skills : giving and asking for definitions, describing, setting out process and effects, using problem solving language & formats, hypothesizing, - for some language exponents see : <http://www.uefap.com/speaking/spkfram.htm>
- Stimulating critical thinking
Evaluating written work

References

Knight, P. and Trowler, P. (2001) *Departmental Leadership in Higher Education*. Buckingham: SRHE/ Open University Press

Reckwitz, A. (2002). Toward a theory of social practices: a development in culturalist theorizing, *European Journal of Social Theory*, 5 (2) 243- 263.

Soliman, I. (2001). *Towards Best Practice in Teaching Internationally: does it transcend cultural differences?* Paper presented at the International Research Conference of the Australian Association for Research in Education, "Crossing Borders: New Frontiers for Educational Research", 2-6 December, at the University of Notre Dame, Fremantle.

Trowler, P.R. and Knight, P.T. (2002) Exploring the implementation gap: theory and practices in change interventions, in P. Trowler (Ed.), *Higher Education and Institutional Change*. Buckingham: SRHE/Open University Press.

TIP A la Carte Extras - Items not in Set books

Focus areas →	A. Individual Professional Growth	B. Curriculum Goals/aims Strategies	C. Teaching/ Learning Materials	D. Teaching/ Learning Procedures
1. Language enhancement Parallel to sessions : Carry out own diagnostic /self assessment	Dutch classics advanced grammar Writing for research Presenting at an Int. conference Reflective writing	Global English *Writing clear curriculum goals / aims	*Writing Clear, Unambiguous and Readable: >project set ups, exercises, homework tasks, etc.) > test items & instructions >Study Guides > Assessment criteria > peer editing > lesson plan format	Skills review (meetings, presentations, debates) English functions for teaching 1 : presenting & knowledge transfer language 2. classroom interaction language
2. Intercultural Competence	*Self exploration of intercultural baggage (profiling)	Incorporating IC in t/l content materials	*Peer try-outs of IC material Auditing of IC materials	*Reacting to & interacting with intercultural groups *Dealing with students expectations
After exploring the first two domains the third can incorporate insights gained....				
3. International Didactic approaches & skills	Writing to colleagues abroad Submitting abstracts *Exploration of own learning style *Exploration of own beliefs about what makes good teaching	Harmonising Approaches with goals Quality checks	*Including international perspectives in t/l content materials *Incorporating international perspective in tests, projects, assessments etc.	English language functions for teaching 2 : language of feedback (spoken & written) Counselling / Coaching issues

Half day workshop English medium instruction

Friday 13 May, 2011 European Bachelor in YYY meeting in city

13.30 to 16.30

Rationale:

Experience has shown that teaching students from different cultures and first languages poses some specific challenges as well as opportunities for teachers in higher education. Teachers whose first language is English need to consider how well they are breaking down barriers to meaningful interaction. Teachers whose first language is not English also need to consider this but also to think about how their language (including body language) might make the task of understanding the learning content more difficult for students. All teachers should consider how to get the best out the diversity of backgrounds so that the potential added benefits of international education are realized.

Didactic skills learnt in one cultural or educational tradition may not be familiar to students coming from another tradition. This means that students have a greater cognitive load in following instruction. It is both linguistic and cultural. The relationship between what is cultural and what is linguistic is not easy to define.

Teachers can help students in this challenge. There are techniques to ensure that the material being learnt and the instructions are clear and explicit for students. Perhaps these issues have been lost a bit in the run up to this session. Perhaps the participants need to be shook up. (Ans Kremers, personal conversation). Teachers will have different experiences with international teaching.

Intended workshop outcomes

After participating in this workshop you should be better able to:

- Design and give a five minute presentation of a concept, or the introduction to a course, or a pair role play on feedback on a low mark on a project, using language that is culturally sensitive
- Distinguish between pragmatic, linguistic, interaction features of the language culture continuum, analyse a consultancy interview for these features in the specific cultural frame
- Identify language features of micro skills of consulting

	Programme overview
	Introduction, participants expectations - link to aims
13.30	Exercise one – individuals then pairs Stages of the exercise 1. individual write down 2 things you know will be different / challenging or exciting in teaching internationally, language and cultural interaction 2 things that will be challenging for students, 2 things you want to learn about instruction in an international context in terms of language, intercultural and pedagogic interaction 2. share your ideas with a partner, try to agree on the last two things combine the others 3. share your combined list with another pair make a combined “this workshop will be helpful for us if it.... Put these up on flip charts no discussion yet
13.50	Exercise two: how does it feel? (35 minutes) Stages of the exercise: 1. Short role play : glenist uni intro speech - I leave the room 5 minutes 2. Participants fill in forms 5 minutes 3. Plenary discussion on the basis of the discussion questions 10 minutes 4. Overview of issues linked to flip chart lists - 15 minutes

	Handouts on Micro skills – Functions Uefap – Scaffolding
14. 25	Coffee / tea break
14.40	Setting scene for Exercise two The language/ culture continuum ? Power point slide 10 mins I lead the input on Three features of the continuum / handout
15. 00	Exercise two need some laptops with wifi Stages of exercise 2 1.explain task arrange groups of three http://www.youtube.com/watweech?v=kl1_eLIZMgo 2. Give hand out 3. Groups work through the hand out
15.20	Plenary of the groups' findings
15.30	Set scene for presentation task Exercise 3 1. Give instruction handouts – presenting a concept, introducing a course, Or feedback role play
15. 35	Pairs work on presentations
15.55	Presentations / Exercise 3
16. 20	Round off what have we found out, what do we still need to do?

The following is a partial transcript of three short interviews that Zuri Mac, a health advisor and trainer, had with 3 people who have lost a good deal of weight as a result of participating in Zuri Mac's programme.

http://www.youtube.com/watweech?v=kl1_eLIZMgo

http://www.youtube.com/watch?v=kl1_eLIZMgo

EXERCISES

Exercise A - Instruction: Find examples from the transcripts and video clip, work with a partner.

Pragmatic Norms – Example of speakers being polite / well spoken

Would you mind saying your name?

Norms of interaction- Example (s) of typically American communication

Expression of pride

Language coding – Example (s) of levels of formality, body language, vocabulary

1. Example of formality that are different than in your culture
2. Example of body language that are the same or not the same in your culture

Exercise B – Instruction: Which of the following micro-skills does Zuri Mac use? Please identify the line number and phrase and or gestures in each case.

Micro Skill	Micro-skills are component behaviours that can come into play in a variable way during any interaction with a learner.
<i>attending</i>	
<i>confirming</i> <i>restating</i>	ZM 7 : you're getting your salts and sweets
<i>paraphrasing</i>	
<i>summarizing</i>	
<i>questioning</i>	
<i>interpreting</i>	
<i>inviting elaboration</i> <i>eliciting</i>	ZM 34 so how has your...so what have you been doing?
<i>empathizing</i>	
<i>confronting</i>	
<i>checking understanding</i> <i>asking for clarification</i>	

Spin off no. 2 half day workshop session no. 1, Plan

Topic s	Activities Interactions	Time	Tools Materials
Intro phase : What makes 'international education' distinct from national education?	In groups of four write a description of the components	15 mins	Flip chart paper
Mestenhauser	Compare descriptions		
	See model and formula		
	Read in groups and choose which you feel most close to. +	10 / 15 mins	
	Consider if what you have made so far is in harmony with your choice _____	10 mins	Handout systems model
IoC - definitions	Make a grid with the outcomes	20 /25 mins	Handout Oxford Brookes
	Discussion in groups	60 mins	_____
_____	plenary : dimensions applied to teachers behaviours and beliefs, students/ expectations, classroom activities		
Phase 2 : IC for teaching	Pair work	10/ 15 mins	Large flip chart paper
Self assessment teaching styles	One group of HC/ HPD prepare for students of LC/ LPD what are the potential problems? One group the opposite	20 mins	
2.2 Harold in Korea			
2.3 Presentation of Hoftsede	Plenary - Two groups compare outcomes	15 mins	2.2 Answer the given questions Link grid outcomes to " National Differences and correlations between the dimensions" + EAIE lists
2.4 troubleshooting per educational	Chapters of Ryan	15 mins	
Tradition	Being explicit	15 mins	Sit/pro / sol example
			Exploring handout
Break	http://www.throughothereyes.org.uk/method.php		
3.0 how do we see International Social Work?	Identify component	15 mins	Language of definition
4.0 learning outcomes for graduates	Ranking exercise	If there is time	Handout

